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ABSTRACT

This booklet will help educators review, develop, and improve fundamental components of K-12 social studies programs. It is designed as a planning and implementation guide for social studies in Wisconsin. First, ways are suggested in which educators can define the purpose of their social studies programs and decide how to balance skills and subject matter components. A matrix is provided on which skills and grade level presentation can be outlined. Then a historical section traces social studies curriculum development from the 17th century through "the new social studies" to current concerns such as relevance to student needs. Next the nature of an ideal social studies program is discussed. The program is classified into three knowledge perspectives: disciplines, processes, and values; comparative; and topical. The comparative perspective considers the knowledge of time, space, and culture. The topical perspective considers knowledge of self-awareness and social awareness. Five models for scope and sequence format for elementary and secondary levels are presented. These involve expansion of students' knowledge from family and local levels to national and global awareness. Specific recommendations for Wisconsin social studies are listed in terms of curriculum and instructional development, instructional organization and resources, and evaluation. Final sections explain how to implement and evaluate new programs at the local level. Appendices contain Wisconsin's general educational goals and its elementary sequence model. (AV)

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ED 137174

PROGRAM IMPROVEMENT FOR SOCIAL STUDIES EDUCATION IN WISCONSIN

State Social Studies Curriculum Study Committee

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Wisconsin Department of Public Instruction
Barbara Thompson, Ph.D., State Superintendent

SO 009 889

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Bulletin No. 7250

FOREWORD

The Wisconsin Department of Public Instruction is pleased to present this new planning and implementation guide for social studies instruction in our state. It is the position of this Department that political, social, and economic literacy are the first basics of education in a democracy. Thus, the major purpose of this bulletin is to help young citizens gain civic literacy, and experience the relevancy of their cultural heritage.

Wisconsin's social studies programs are among the best in the nation, and this guide reflects our continued support for improvement and commitment to excellence.

Robert C. Van Raalte
Assistant Superintendent
Division for Instructional Services

State of Wisconsin Social Studies Curriculum Study Committee
Sub-Committee on Scope and Sequence

Betty Biesiada
Racine Unified School District

George Conom
Sun Prairie Public Schools

Adeline Hartung
Milwaukee Public Schools

Olive Leary
Alverno College

Robert McDevitt
Marion Public Schools

Clarence Newton
Shawano Public Schools

Arthur Rumpf, Ed. D.
Milwaukee Public Schools

Donald R. Thompson
Racine Unified School District

Robert Williams
Janesville Public Schools

H. Michael Hartoonian, Ph.D., Chairperson
State Coordinator of Social Studies Education
Wisconsin Department of Public Instruction

Published by

Wisconsin Department of Public Instruction
Barbara Thompson, Ph.D. State Superintendent

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PREFACE

Given the belief that (1) social studies does not conform to one school of thought; (2) diversity in social studies education in a democratic society is healthy and productive; (3) the rate of change in our culture and our profession is rapid; and (4) the particulars of curriculum building are generally the function of local schools, *Program Improvement for Social Studies Education in Wisconsin Schools* like other documents from the State Social Studies Curriculum Study Committee, avoids prescribing a single K-12 social studies program. It attempts to steer a middle course between suffocating detail and meaningless abstraction, and yet point out legitimate means to worthwhile purposes.

The events of the past decades have served as a classroom for learning about the nature of our institutions - and we have learned much - particularly that our institutions have a great deal of resiliency and can withstand shock. Despite the many concerns and problems faced by society at the onset of America's third century, there is reason to be hopeful. A new release of human energy brought about by the longing for quality - for something better - can generate hope. This generation of hope is the charge placed upon education, and in particular, social studies education. Since history and the social sciences deal with human relationships, social conditions, economic and civic literacy, international understanding, and the understanding of self and others, there is a continual need to re-evaluate and up-date the curriculum.

The stimulus to find a better way to educate our young people (curriculum revision) may come from professionals and/or the community at the local level or from outside agencies. The purpose of this bulletin is to assist those involved in this self-renewal process of designing, implementing, and evaluating the curriculum on an on-going basis and to plan a program which will help develop in students that character of mind necessary for democratic citizenship in our infinitely complex and changing world.

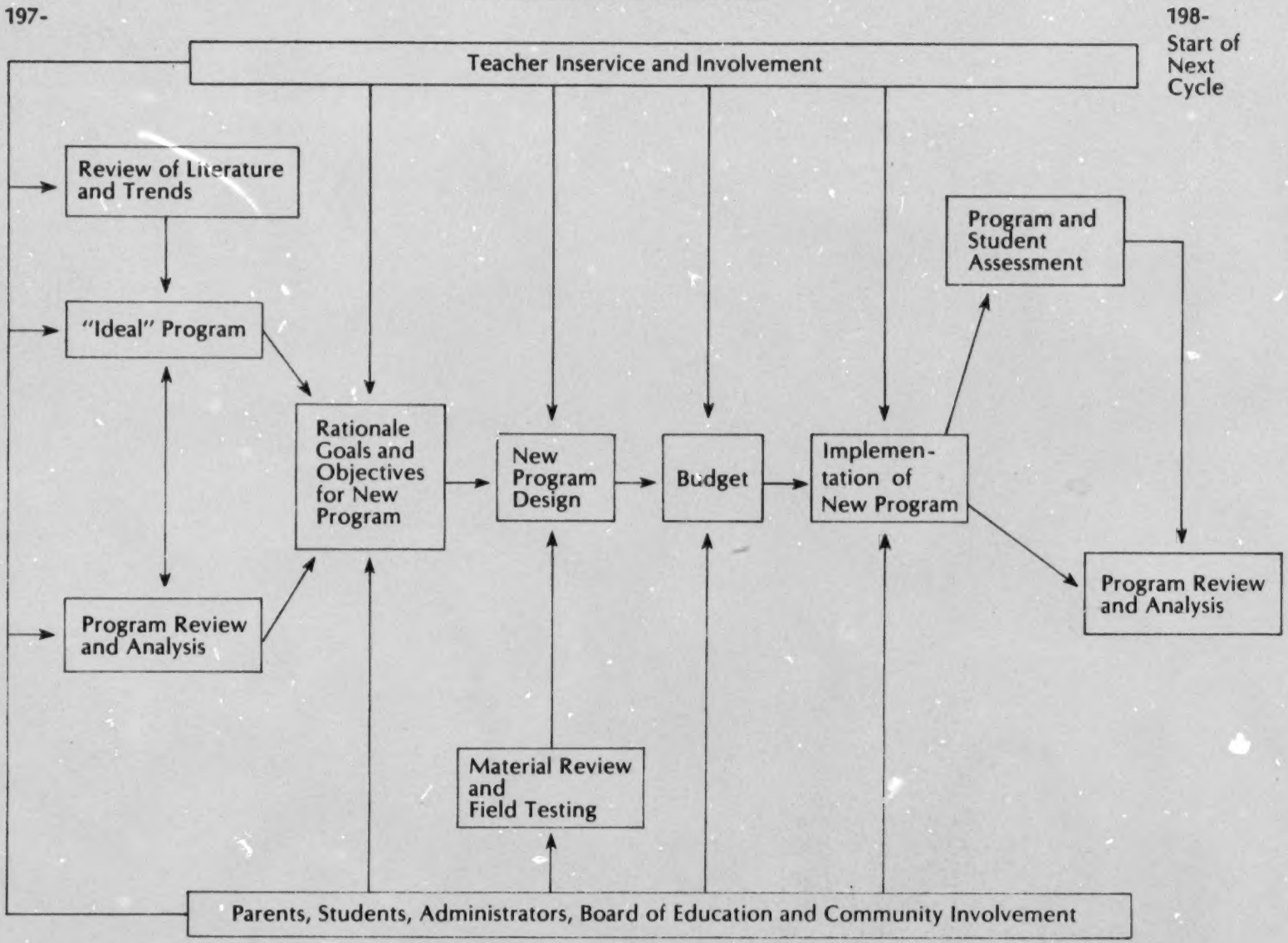
I. An Overview of the Program Improvement Process

Program Improvement for Social Studies Education in Wisconsin Schools provides educators with an approach which will allow for the review, development and improvement of those fundamental components which are necessary in a more adequate K-12 social studies program. This guide has five basic uses:

1) To help develop a planning process for program review and design.
2) To help in the development of a philosophical framework for decision making about program articulation.
3) To delineate the components of a more adequate K-12 social studies program.
4) To help assess present social studies programs.
5) To suggest conditions for program implementation and effectiveness.

The information contained herein can function as a vehicle for generating discussions about social studies curriculum and social studies curriculum reform. It can serve as a baseline for evaluating existing programs, and can function as a guide in revising and improving social studies programs, especially by leading the way to more promising, recent, as well as time tested, developments in the field. Above all, this document can be used as an authoritative statement for policy making in social studies curriculum development.

A THREE OR FIVE YEAR PLAN



The chart on page 2 suggests the organization and sequence of this guide as well as the process for curriculum improvement recommended by the state Committee.

The first thing that a curriculum leader and/or committee should establish is a timetable for accomplishing curriculum and instructional improvement. The timetable should be patterned after the above chart and should include a period of from 3 to 5 years. As can be noted, provisions should be made for:

——Parent, student, administrator, board of education and community involvement.
——Program review and analysis
——Review of literature and trends in social studies
——Establishment of an "ideal" program (including rationale and objectives)
——Teacher inservice and involvement
——Materials (evaluation, field test and adoption)
——Budget
——Course changes
——Sequence changes
——Student requirements
——Scheduling.
——Implementation of new program
——Program and student assessment

Moving through this guide the reader will find information and "hands on" activities that will help review his or her present program. In essence, these activities should establish a reasonable answer to the question: "What is the nature of our present program?"

Upon establishing the present condition of the local social studies program, it can be seen in juxtaposition to the history of recent state and national social studies movements, and the necessary and sufficient components of an "ideal" social studies program. Based upon the information obtained from the program review and your "ideal" program, a rationale statement (philosophy), goals, and objectives can be developed for the new program. This set of objectives can then be used as the basis for a new program design. To help in this task, "scope and sequence considerations" are presented together with "recommendations for a quality K-12 social studies program." Next, there is a discussion of implementation strategies that should outline some effective ways to bring your new program into operation.

The program design should be as carefully planned as any architect's model. It should fit together with style and reason. This means that a program should have balance with regard to the social studies disciplines it contains as well as the topics, areas, time periods, culture, issues and concerns it investigates. Further, as attention is paid to the section on "components of the social studies program" the reader should be able to establish criteria to evaluate both the style and rationale for the inclusion or exclusion of certain components. Criteria for program components and their logical connection should continually be reviewed.

You will note that at this point in the chart (timetable above) attention is given to program and student assessment.

Program and student assessment in social studies means a concern for scope and sequence design, student growth and what is referred to here as the quality of the "craft" practiced by students and teachers in the social studies classroom.

In the evaluation of a program design, emphasis is placed upon the logical and psychological development of the K-12 program.

1) Is there logical sequential and accumulative development from Kindergarten through the 12th grade?
2) Do students have the opportunity to study people in different time periods?
3) Do students have the opportunity to study people in different places around the world?
4) Are all major social studies disciplines built into the program?
5) Is there a sequential program for skill development?
6) Are the traditions of our nation emphasized with taste and honesty?
7) Are there provisions for self concept development?

The evaluation of student growth addresses the need to assess student ability in terms of agreed upon criteria as reflected in the program design. Will students be tested on such things as concepts and skills? When will testing be done—grades 3, 7, 9, 12? Will achievement be compared to state and national assessment results?

Craftsmanship is another important concept in the evaluation scheme. One way to assess the quality of the social studies craft being practiced in the classroom is to look at the classroom as a drama. Does each student play a significant role in the classroom drama? Is there a plot? Is the dialogue meaningful? Other ways to assess the quality of the craft being practiced in the classroom include looking at the quality of work being produced by students; considering the honesty of the questions and answers raised in the class; looking at the happiness and involvement of the students in classroom activities. The program - student assessment data should provide the stimulus to set in motion the start of a new cycle of program review, design, implementation, evaluation, and review again.

This guide is intended to be used by individuals charged with curriculum improvement. The charts and other activities that are suggested here can be duplicated and used with colleagues in this process of curriculum improvement.

Thus, the organization scheme of this booklet is designed to produce an activity oriented process that will allow those responsible for social studies curriculum decisions to have a vehicle for dialogue and debate that can lead to thoughtful planning and action. The sections are sequenced in an attempt to further this process. It should also be clear that the authors believe that curriculum development is a never-ending process, and we must constantly seek ways to make that process as efficient and effective as possible while at the same time paying careful attention to the qualities of individual human beings who live in a democratic society.

This guide is designed to be used with curriculum committees or individual educators who are concerned with curriculum improvement. It is conceived as a working document in two ways. First, the reader will have to work through the guide, taking the forms and surveys that are presented and applying them to the social studies program. Second, while the reader will find that the document is a "working guide" in that it must be used to develop the program, it does not present a readymade program. It is suggested that the historical review, nature of an "ideal" social studies program, survey forms, recommendations, and rationale (statement of purpose) as well as the other information be reviewed and used by small groups. Every part of the document should be discussed with colleagues and decision-making should be democratic.

II. Reviewing the Present Social Studies Program

Why teach social studies? Why should all children be required to study social studies every year they are in school? It has been an axiom over the years that all curricular planning include elements of the social studies, but not all social studies educators are in agreement on what the major goals of the social studies should be. Creating "lists" of agreed upon general objectives is not an especially difficult task for any group of social studies educators, although such lists can be contradictory at some point (for example, "encourage open inquiry of social issues" and "avoid any references that might offend any political or ethnic minority group"). Where individuals tend to differ is on what the objectives mean as they become translated into specific instructional objectives and on what general goals will be given the highest priority in planning.

All teaching and curriculum planning in social studies requires some overriding purpose that can give direction to learning and serve as an overall rationale for materials and activities that are to be used. Subpurposes exist, but their role is to complement the overall rationale rather than to compete with it for attention. As opposed to such subthemes, an overall purpose should be clearly reflected in the total scope of social studies instruction. A teacher guided by such an orientation does not confuse inconsistency with flexibility in instructional planning. Inconsistency characterizes instruction that is varied but to no clear defensible purpose; flexibility, in contrast, characterizes specific plans that vary, sometimes dramatically, in order to maintain the overall guiding purpose. All teachers need to understand the overall purpose of their school district's social studies program, be able to articulate and defend it with colleagues and parents, and periodically monitor their social studies instruction against the school district's overall purpose.

(A) Developing a Statement of Purpose

Listed below are statements of overall purposes that reflect the views of various individuals or groups. They indicate the scope of the alternatives, but in no way exhaust the possibilities. Examine the list to find one position that most closely approximates what you currently consider to be *the primary* purpose of social studies teaching. If none of the positions exactly expresses your own, revise it or write your own statement. Write your revision or creation in the space next to number 6.

Procedure

1) Rank the position from 1 to 5 (or 6), in order of preference in the spaces provided in the left column.
2) Share your conclusions and rationale in a small group of 5-7 individuals, arriving at a consensus.
3) Combine conclusions of small groups into a statement that reflects the overall purpose of your school district's social studies program.

_____ The main purpose of social studies in the school curriculum is to help develop a just and humane society. It aims to produce students who act intelligently with respect to social problems and become active and committed workers for social justice and the alleviation of social ills.

_____ The main purpose of the social studies in the school curriculum is to meet the ongoing social needs of children and adolescents. It aims to produce students who develop well integrated personalities and are relatively free of undue anxiety and personal problems.

_____ The main purpose of the social studies in the school curriculum is to keep alive the record of the past insofar as this country is concerned, as well as the world generally. It aims to develop students who will master the best of what has been written and said in the various fields that comprise the social studies.

_____ The main purpose of the social studies in the school curriculum is to develop adults who are productive and contributing members of their society. It aims to produce students who become conscientious consumer-producers and law-abiding citizens.

_____ The main purpose of the social studies in the school curriculum is the intellectual development of students. It aims to produce students who develop the ability to perceive and investigate human actions in more adequate and complex ways.

_____ _____

_____

_____

_____

_____

(B) Curriculum Issues and the K-12 Program

In an attempt to have social studies educators confront some basic issues, a series of questions has been prepared for consideration and use. The questions are agree - disagree and are to be used in small groups (5 to 7 individuals). The answers to these questions should be arrived at through group consensus. This does not mean just voting within the small group, but a thorough discussion of the question until all group members think one answer is more reasonable. Words in the statements can be defined by the small group if there is consensus about meaning. The total group must be in agreement relative to the meanings ascribed to words. The main purposes of this exercise are:

**To make manifest any definitional and/or philosophical differences so that participants can proceed with more clarity relative to the direction of the social studies program.

**To confront those issues with which the curriculum must deal.

**To involve educators in the task of establishing priorities relative to areas of philosophical emphasis in social studies education.

Agree - Disagree

_____ 1. Social studies instruction must be required in every grade from kindergarten through twelve.
_____ 2. A teacher has the personal right to reflect racist or sexist attitudes in his or her teaching.
_____ 3. A student can be expected to understand any idea, at any age, if it is presented in an appropriate manner.
_____ 4. Students in primary grades can be expected to develop concepts of high moral conscience by having practice in using said concepts.
_____ 5. Whether we call it "education for college" or "education for the world of work," schools as presently in operation are primarily vocational insofar as their ultimate expected outcomes are concerned.
_____ 6. The concept of education is limited by attempts at measurement.
_____ 7. Evaluation can never be objective since it deals with judgments.
_____ 8. The best way to prepare for the future is to understand the past.
_____ 9. A teacher has the personal right to use any materials he or she believes are important in teaching social studies.
_____ 10. Teaching the concept of "Spaceship Earth" and developing the understanding of an interdependent world is more important than teaching about the "Heritage of the United States."
_____ 11. As curriculum and instruction in the social studies develop more interrelationships with other subject areas, social studies objectives will be more effectively met.
_____ 12. Social studies education needs no terminal objectives, for as an instructional area concerned with thinking processes it is an end in itself.
_____ 13. Students should have the right to tell teachers whether or not they care to study any value and/or moral issues.

(C) Skills, Subject Matter and Curriculum Balance

The use of the following charts will provide a quick overview of your program delineating areas of balance and imbalance. First, it can be used to determine *where* the basic social studies skills are introduced and developed. Discussion of *how* the basic social studies skills are developed can also be done so that communication can be strengthened among the grade levels. *All skills should increase in sophistication with each passing grade level.* Next, the several disciplines that make up the social studies can be delineated relative to their grade level and content emphasis. Finally, the social studies content can be viewed relative to the question of time and space; in other words, do students have an opportunity to study people in different time periods as well as in different locations across the world?

After completing these charts, you will have a "picture" of your present social studies program which can be very valuable as plans are made for curriculum revision. Such revision should address the concerns of "skills," "discipline utilization," and "content balance." Before developing any further plans, however, it is recommended that the reader (or committee) proceed through the rest of this booklet so as to develop an overview of the nature of the social studies program, scope and sequence considerations, and recommendations for program development.

X – Introduce

Y – Develop

Z – Emphasize

SKILLS

Indicate by an X – Y – Z, the grade level at which these skills are introduced, developed, or emphasized in your present sequence.

	K	1	2	3	4	5	6	7	8	9	10	11	12
To develop the following skills in Problem Solving and Critical Thinking, individuals should be able to:													
Formulate Operational Definitions													
Form Hypotheses													
Test Hypotheses													
Interpret Data													
Communicate													
Classify													
Observe													
Measure													
Predict													
Infer													
Formulate Models													
To develop the following skills in Locating and Gathering information, individuals should be able to work with:													
Reference Books													
Audio-Visual Materials													
Current Periodicals													
People													

X – Introduce

Y – Develop

Z – Emphasize

SKILLS

Indicate by an X – Y – Z, the grade level at which these skills are introduced, developed, or emphasized in your present sequence.

To develop skills in the use of Maps and Globes, individuals should be able to:	K	1	2	3	4	5	6	7	8	9	10	11	12
Orient One's Directions													
Learn to Make Map Plans													
Devise Symbols for Maps and Globes													
Interpret Flat Maps													
Learn Names of Cardinal Directions													
Become Familiar with and Interpret Map Symbols													
Interpret Political Maps													
Interpret Product Maps													
Locate Places on Maps and Globes													
Trace Routes													
Interpret Topographic Features													
Interpret Scale of Miles													
Interpret Weather Maps													
Use Parallels and Meridians													
Interpret Road Maps-Town-State													
Interpret Outer Space Maps													

X – Introduce
Y – Develop
Z – Emphasize

SKILLS

Indicate by an X – Y – Z, the grade level at which these skills are introduced, developed, or emphasized in your present sequence.

(Continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
Interpret Degree of Latitude into Miles													
Interpret Degree of Longitude into Time													
Interpret Polar Projection Maps													
To develop Time and Spatial Relationship Skills, individuals should be able to:													
Relate Dates to Personal Experiences													
Make Use of the Calendar													
Relate Cause and Effect Relationships Among Events and Dates													
Develop and Use Vocabulary of Time Expressions													
Place Related Events in Chronological Order													
Develop Numerical Chronology													
To develop the following skills in Interpersonal Relations and Group Participation, individuals should be able to:													
Help Organize and Plan Tasks													
Develop Ability to Listen Carefully													

X – Introduce
Y – Develop
Z – Emphasize

SKILLS

Indicate by an X – Y – Z, the grade level at which these skills are introduced, developed, or emphasized in your present sequence.

(Continued)	K	1	2	3	4	5	6	7	8	9	10	11	12
Give and Accept Constructive Criticism													
Accept Others as Persons													
Contribute to the Accomplishment of the Task													
Accept Views of Others													
Practice Courteous Behavior													
Anticipate Consequences of Group Discussion or Action													
Follow Rules and Laws													
Follow Parliamentary Procedure													
Accept Responsibility for One's Actions													

DISCIPLINES

Directions: Indicate by a check mark those disciplines and the grade level at which they are taught.

Next, place an "E" at those grade levels where the discipline is emphasized in your present sequence.

	K	1	2	3	4	5	6	7	8	9	10	11	12
Anthropology													
Sociology													
Geography													
Economics													
Political Science (including Law)													
History													
Psychology													
Philosophy													

A – Past
B – Present
C – Future

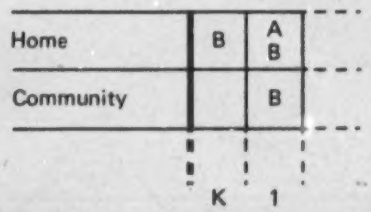
TIME AND PLACE

Indicate by an A – B – C, those places which are studied at the various grade levels in your present sequence.

	K	1	2	3	4	5	6	7	8	9	10	11	12
Home													
Community													
Region													
Nation													
World													

12

Example:



(D) Values of a Democratic Society

Below are listed fifteen statements that relate to some values of a democratic society. As another check on your social studies program, it is recommended that small groups of teachers rank each of the fifteen statements in an attempt to evaluate their social studies program.

Does your social studies program:

1. Help the student recognize the importance of his or her own worth.

   1 2 3 4 5
   a little evidence — a great deal of evidence

2. Help the student understand the necessity for restraints on personal behavior.

   1 2 3 4 5
   a little evidence — a great deal of evidence

3. Help the student understand and demonstrate respect for authority symbols in society.

   1 2 3 4 5
   a little evidence — a great deal of evidence

4. Help the student demonstrate his/her acceptance of the belief in the personal rights of each individual.

   1 2 3 4 5
   a little evidence — a great deal of evidence

5. Help the student know and use the rules and processes by which social and political decisions are reached.

   1 2 3 4 5
   a little evidence — a great deal of evidence

6. Help the student understand the need for, and develop the ability to explain similarities and differences between the fundamental beliefs of our own nation and those held by people in other countries.

   1 2 3 4 5
   a little evidence — a great deal of evidence

7. Help the student understand and use the process of rational decision-making by demonstrating the ability to pick out rational processes in problem-solving situations.

   1 2 3 4 5
   a little evidence — a great deal of evidence

8. Help the student acknowledge the importance of questioning and evaluating his/her personal viewpoints and demonstrate the ability to make changes in light of additional information.

   1 2 3 4 5
   a little evidence — a great deal of evidence

9. Help the student show a willingness to question and examine conflicting viewpoints with a view of forming personal opinions.

   1 2 3 4 5
   a little evidence — a great deal of evidence

10. Help the student accept responsibility for his/her actions.

1 2 3 4 5
a little evidence a great deal of evidence

11. Help the student accept personal responsibility for the effective operation of any group with which the student is associated.

1 2 3 4 5
a little evidence a great deal of evidence

12. Help the student demonstrate respect for the welfare of others.

1 2 3 4 5
a little evidence a great deal of evidence

13. Help the student develop an awareness of the need and value of working with others as a means of solving problems.

1 2 3 4 5
a little evidence a great deal of evidence

14. Help the student accept personal leadership in group decisions or to accept the leadership of others.

1 2 3 4 5
a little evidence a great deal of evidence

15. Help the student accept contributions of others as they work together in groups.

1 2 3 4 5
a little evidence a great deal of evidence

Compare the conclusions you have reached from the completion of these charts with the basic purposes of your social studies program.

Why?
Rationale for your Social Studies Program
Statement of purposes:

What?
Components of your Social Studies Program
Skills (what skills are developed K-12) :

Concepts (what subject matter is included K-12) :

Democratic Values (what values are taught K-12) :

What are the points of agreement and disagreement between purposes and components of the social studies program? *How* will the components be presented to students so as to achieve the purposes?

Areas of agreement?	Areas of disagreement:

Methods of Presentation

Methods	For What Purpose
a) _____	. . . _____
b) _____	. . . _____
c) _____	. . . _____
d) _____	. . . _____
e) _____	. . . _____

etc.

III. Historical Review *

The First Three Hundred Years

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The Social Studies from 1900-1950

Encouraged by these successes the NEA and the AHA established additional committees and charged them with the responsibility of conducting further studies of the secondary curriculum. Subsequent groups reviewed the social studies in elementary schools, urban schools, and rural schools. Before long, associations representing the various social sciences recognized that they too had a vested interest in this matter, so they also established study groups. One such task force established by the American Political Science Association in 1912 gave national visibility to the idea of studying the "home," "school," and "community" in the lower grades.

Many professionals continued to raise questions about the viability of the curriculum. These questions seemed appropriate amid the rapid changes taking place in 20th century American society. Dewey and his followers had a lot to do with the emergence of this attitude. Other educators apparently opposed the existing program because they resented the domination of secondary curricular planning by "academia." In 1913 the NEA established the Commission on the Reorganization of Secondary Education. A sub group titled the Committee on Social Studies was created to re-examine the matter of curriculum one more time. The recommendations that emerged in the report from this committee in 1916 offered the schools a new way to organize the scope and sequence of social studies courses for young Americans. It involved two three-year cycles for the period of secondary education which included:

"Junior cycle (years VII-IX):
Geography
European history
American history
Civics"

"Senior cycle (years X-XII):
European history
American history
Problems of democracy—social, economic, and political" *

This sequence was to gain widespread support, and over the years began to challenge the curriculum pattern espoused by the AHA. This pattern was particularly appropriate because many students dropped out of school at the end of the ninth grade. This meant that there were two cycles that students went through from the seventh grade through the twelfth grade with citizenship, United States and World history being taught twice. In reflecting on this unpretentious yet revolutionary document, historians have come to realize that it was a benchmark in American social studies education. The report gave respectability to the term "social studies." ... It led to the introduction of the new ninth grade Community Civics and Twelfth grade Problems of Democracy fusion courses. It introduced the concept of one year courses in European and American history. It restored a significant degree of prestige in social studies matters to the NEA. It called the attention of curriculum developers to the needs of students. It loosened the control that college entrance requirements had on the high school curriculum. It supported the idea of localizing curriculum development. It opened the doors of the secondary school to all of the social science disciplines. It suggested that social studies education should gain direction from the needs of society rather than solely from the dictates of scholarly disciplines. It made the dominant purpose of social studies ... the cultivation of good citizenship: the training of the individual as an efficient member of society in the nation and in the world community.

The next 30 years in social studies curriculum development saw the rise (and in some cases the fall) of Harold and Earle Rugg and "progressive education," G. Stanley Hall and "the child study movement," Elwood P. Cubberly and "citizenship education," George S. Counts and the "social reconstructionists," and two other major curricular studies by the AHA (a final, monumental, yet unsuccessful attempt by A. C. Krey and his colleagues to resolve virtually all curricular

* *Report of the Committee on the Social Studies of the Commission on the Reorganization of Secondary Education of the NEA*—The Social Studies in Secondary Education: A Six Year Program Adopted Both to the 6-3-3 and the 8-4 Plan of Organization, Arthur William Dunn, Secretary (Washington, D.C. Government Printing Office, 1916) p. 12.

problems in the social studies, and one in the 1940's which would dispel the "American history furor" raised by the *New York Times*).

The period of social studies curriculum development from 1920 to 1950 is one which cannot be easily characterized by a simple unifying thrust. For some educators and school systems it was a time of tradition, but for most it was a period of experimentation. To many it was also a period of curricular and perhaps even philosophical controversy. In spite of extended speaking and writing campaigns, the liberal and conservative partisans engaged in this intellectual battle would not live to see their side triumph. Although individuals might resolve these controversies to their own satisfaction, no national consensus could be attained. Perhaps it was the tenor of the times. While Americans were still trying to adjust to the societal changes that had taken place prior to 1900, they were confronted in rapid succession by a new series of tangible events which included World War I, the battle over the League of Nations, "subversive threats," the Great Depression, World War II, and the period of post-war readjustment. At the same time the invisible fabric of American society from its folkways and mores to the basic political and economic institutions was undergoing modification at an unprecendented rate of change. For every solution proposed for one of these crises, another equally convincing alternative was offered. The schools, sensititive barometers of American society, reflected the turmoil and frustration as well as the optimism and exhilaration of the times. In this era, and, in fact, because of the events of this era, new and often controversial ideas and forces engulfed American elementary and secondary schools. These forces had impact on all grade levels and areas of study. In this climate it is not surprising that social studies educators could not reach agreement on fundamental, yet monumental differences with respect to matters of professional interest.

The Emergence of the "New Social Studies"

The years immediately following World War II and the Korean War can be characterized to some extent as a time for "special social studies projects." Focal points included: an attempt to further international understanding by the North Central Association's (NCA) Foreign Relations Project; the furtherance of economic understanding through the activities of the Joint Council for Economic Education (JCEE); special efforts to enhance human relations by the Anti-Defamation League (ADL), the National Conference of Christians and Jews (NCCJ), and the Southern Regional Council; and one more attempt to improve instruction related to participatory democracy through the operation of the Citizenship Education Project and similar programs. These projects, however, did not meet the global needs of American social studies educators.

In the late 1950's and 1960's there came a rising demand for more aggressive curriculum leadership from professional and scholarly groups at the national level. . .a demand for basic education. This demand grew out of a realization that while some schools had developed sound social studies programs on the basis of local curriculum planning, others had achieved only makeshift adaptations. It also grew out of a recognition that in a majority of the schools of the nation, a heavy proportion of the social studies content was of World War I vintage. The National Council for the Social Studies reacted to the demand in 1955 by appointing a Committee on Concepts and Values in the Social Studies, followed in 1958 by a National Commission on the Social Studies.

The National Commission on the Social Studies in its report in 1958, reviewed basic changes and movements which characterize American society today and called for a full-scale reappraisal of the social studies curriculum. It pointed out that much of the social studies content being taught was outmoded, either in terms of societal needs or because it had been superseded by recent research in the social sciences. It urged closer cooperation between social studies specialists and social scientists, and pointed out the need for a national study that would result in recommendations sufficiently specific to give definite guidance to local school systems without prescribing a single, set program.

Although some leaders of social studies education in the United States continued to call for some clarification on the scope and sequence and allied curriculum issues described above, their concerns went unheeded. Instead still more divergence was generated through the activities of private foundations and the Department of Health, Education, and Welfare and its "Project

Social Studies." By the mid-sixties the National Science Foundation joined the "funding scene" and initiated projects in geography and the social sciences. By this time the list of federally funded social studies projects from NDEA, NSF, and other sources had grown to more than ninety.

New Challenges

It should be noted that the implementation of the "new social studies" in the late 60's and early 70's brought renewed vigor to this area of the curriculum, but also created new problems. For example, the pedagogical methods usually of great concern to elementary teachers found their way into junior and senior high schools. Thus the cognitive (inquiry) skills and affective areas listed in Bloom's *Taxonomy of Educational Objectives* came to influence the teaching/learning goals, materials, and styles of teachers who previously thought of themselves largely as "subject matter specialists." Obviously the projects also led elementary educators to sharpen their focus in these sometimes vague areas. One concomitant problem developed in both elementary and secondary schools when some educators ignored a balanced approach to social studies placing, perhaps, too much emphasis on a particular aspect of the program while de-emphasizing or ignoring other components. Another problem emerged when some students were led down a bewildering trail of inquiry exercises that sharpened the data gathering and processing skills, but had no substantive destination. Still other problems developed as pupils were encouraged to communicate to their peers "how they felt" about issues, and all such feelings were then assigned equal validity. Such misguided "humanization" of the schools made a mockery of previously heralded rational decision making. In most of these programs new ideas were "embroidered" into the familiar "home," "school," "community" thematic approach. The social science disciplines also improved their status at the secondary level. They were now more readily accepted as discrete courses in American high schools. Anthropology, psychology, political science, economics, and sociology became commonly accepted course offerings. This expansion of subject matter was undoubtedly healthy, but here too there were problems. For example, a major problem was the serious lack of program coherence at the secondary level that resulted from the proliferation of new courses. Questions asked by concerned educators included "Who are the people taking all of these courses?" "Who are the people not taking all of these courses?" "How can we insure that the electives selected by an individual learner provides him or her with a tentative, yet comprehensive 'frame of reference'?" "How can we provide some meaningful orchestration to these somewhat disparate elements?" Further complicating the picture were developments that were taking place in the general area of the curriculum. In the late 60's and early 70's a number of educators advocating a "non-curriculum" made their appearance. These professionals looked upon a preplanned curriculum as "establishment" propaganda. They favored instead a social studies curriculum that grew out of immediate needs and interests of students. This was certainly not a new idea, but it captured the minds of many who sought to bring "relevancy" to education. The other side of the ledger was balanced by a number of behaviorists who favored a specified curriculum that was to be implemented through Skinnerean processes and measured in terms of performance objectives. Finally other forces at work in this era sought such things as multi-ethnic texts that accurately portrayed the status of minorities, and ways to better utilize media and role playing in social studies education. These concerns of the past are rapidly coming together to constitute the major social studies challenge confronting today's curriculum developers, publishers, teachers and students.

Social Studies in Wisconsin

In the 1960's Wisconsin became a leader in giving direction to the new social studies. At the outset, the Wisconsin program concerned itself with conceptual structure, process and social responsibility. In Wisconsin's first publication dealing with the new social studies, *A Conceptual Framework for the Social Studies in Wisconsin Schools*, an attempt was made to outline the germaine concepts and generalizations that might constitute a structure of the several social sciences, history and geography consistent with the body of theory that composes the cognitive knowledge for the social studies. This document was used and is still being used throughout the nation as a guide for social studies curriculum building. Subsequent guides such as *Knowledge,*

Processes and Values in the Social Studies and *Skill Development in the Social Studies Program* have served to expand and clarify the structure for social studies in Wisconsin schools.

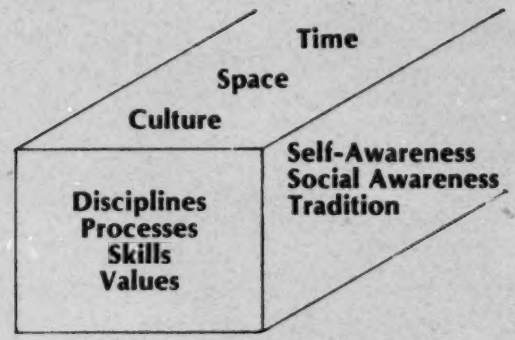
In addition to the above, it should also be stated that Wisconsin, like many other states, has developed a set of "State Goals." * These goals were developed by a task force of citizens and addressed the questions: "What should our schools teach?" The goals speak most directly to the social studies community, in that nine out of the eleven deal with the content of social studies education. This situation simply adds to the challenge placed upon the social studies community for continued improvement. It also suggests the central role of social studies instruction in Wisconsin educational priorities.

Given this tradition of leadership, it is fitting that the Wisconsin social studies community address these challenges. That is the thrust of this bulletin. It is the hope of the State Committee that the information, suggestions and recommendations contained here will continue to foster excellence in Wisconsin social studies programs.

IV. The Nature of an "Ideal" Social Studies Program

The social studies program can be classified into three supporting knowledge areas: (1) Disciplines, Processes and Values Perspective; (2) Comparative Perspective (time, space and culture); and (3) Topical Perspective (self and social awareness). If we were to look at these components graphically, they might appear as follows:

Knowledge Perspectives for Scope & Sequence Development



Disciplines, Processes & Values Perspective

Considerations for knowledge of concepts from history, the social sciences, jurisprudence, philosophy, religion, and art; skills, intellectual processes and abilities; and affect (including democratic and moral values).

Comparative Perspective

Considerations for knowledge of time, space and culture.

Topical Perspective

Considerations for knowledge of self-awareness and social awareness including cultural tradition (personal, national, international) social issues, social participation and aesthetics.

Disciplines, Processes & Values Perspectives

What is it that we are to understand through social studies education? Certainly, social studies education must put the student in touch with his or her cultural heritage; develop economic, political and social literacy; and provide the environment for the practice of the craft of social investigation.

Cultural heritage is that body of facts, concepts, generalizations and theories that constitute the organized disciplines of the human family. To put students in touch with disciplines such as

* See Appendix A

history, economics, anthropology, geography, etc. constitutes the first steps of gaining knowledge in social studies education. Beyond an awareness of the several disciplines that make up social studies education, attention must also focus upon the intellectual processes and skills that are part of the act and movement of developing new knowledge with honesty and integrity, solving problems with skill and taste, and functioning rationally and humanly.

Data processing skills are often and rightly given considerable attention throughout the K-12 program. These skills include competence to locate and compile information, to present and interpret data, and to organize and assess source materials. Social studies teachers should assume special responsibility for instruction in reading materials directly related to the social studies and in the use of the tools of the historian and social scientist. Beyond this, higher levels of proficiency in data processing skills—for example, identifying hypothesis, making warranted inferences and reading critically—cannot be attained unless they are incorporated in the curriculum at all grade levels. If provision is not made at all grade levels for the sequential development of these competencies, growth will be arrested at a needlessly low level and students will be hampered in employing the more powerful extentions of these abilities.

Knowledge also has to do with the feelings, attitudes and values that students and teachers bring to the learning situation, as well as the awareness and development of other opinions and values. Valuing must be considered, in part, as an intellectual operation. Social studies confronts complex questions rooted in conflicting attitudes and values. Therefore, it is neither desirable nor possible for social studies teachers to attempt to establish a "value-free" situation in the classroom; student behavior, teacher behavior, subject matter and instructional materials all are the product of value-laden judgements. Students must become experienced in discerning fact from opinion, objectivity from bias. Students need to learn to identify their own value assumptions along with those of others, to project and evaluate consequences of one value stance to another. When valuing is thought of as a rational process, students can be helped to understand, evaluate, and strengthen their own commitments. Further, as part of the cultural heritage, the study of values also includes an understanding of their (value) genesis and development from antiquity to our present world situation. This means, above all, that students will understand the continuity and importance of such values as justice, truth, beauty, faith, work and love.

It should be clear that the interrelationships that exist among all aspects of knowledge are significant. While it is possible to separate cognitive and affect as theoretical constructs, in the learning situation cognitive and affect are parts of the same whole—knowledge.

In considering knowledge and the social studies program, the following questions should be raised:

1. Does the student have the opportunity to practice the craft of social study through involvement in the several levels of thinking—interpreting, evaluating, etc?
2. Does the student have the opportunity to study the several disciplines that make up the social studies so as to be aware of their uniqueness, subtleties and interrelationships?
3. Does the student have the opportunity to use social studies knowledge in the resolution of issues, questions and problems?

Objectives: (These objectives should be met by the time the student leaves the twelfth grade.)

1. The student has a basic understanding of the cultural heritage and historical significance of his or her local community, state and country.
2. The student knows the historical development (history) of the United States of America and sees the relationship between history and present conditions.
3. The student understands the fundamental principles of democratic government and the rights and responsibilities inherent therein.
4. The student knows the interrelationships that exist between the United States of America and other cultures and peoples.

5. The student understands the contributions made to the United States by other cultures and how he or she benefits from said contributions.
6. The student understands that there have been, and will no doubt continue to be, persistent issues whenever there is interaction between and among people, groups and nations and how to apply knowledge toward their resolution.

Comparative Perspective

In developing a social studies program, or in the consideration of guidelines for said program, it is imperative to maintain a balance among and within the components of time, space and culture. For example, it is important that students have the opportunity to study human activities in the past, in the present, and to probe alternative settings in the future. Students must study both the Western hemisphere and the Eastern hemisphere in terms of historical, geographical, social, political, economic and cultural elements.

Again, attention to time, place and culture will help assure a balanced social studies program.

In dealing with the concerns of time, space and culture, questions such as the following should be raised relative to the social studies program:

1. Do students have an opportunity to study human beings in different time periods (past, present and images of the future) ?
2. Do students have an opportunity to study people as they live in different places around the world?
3. Do students have an opportunity to study a variety of cultures, including the study of their own culture?

Objectives: (These objectives should be met by the time the student leaves the twelfth grade.)

1. The student knows the significance of chronology and has an understanding of perspective from prehistoric time into the future.
2. The student knows the climatic and cultural differences that represent the human family as it lives in various parts of the world.
3. The student understands the concept of culture in its various forms around the world.

Topical Perspective

The development of self and social awareness is tied to many factors. Certainly an understanding of the cultural traditions of family, state, country and civilization is critical to the development of said awareness. Beyond this, however, is the ability to deal with personal and social issues. Also important in the development of self and social awareness is the development of aesthetic sensitivity to the human and social environments. Students need to be aware of their cultural heritage, but they must also be able to deal with contemporary issues in a way that calls attention to rationality and humanness.

In developing understandings of the topical perspective the following questions are in order:

1. Do social studies classroom activities give students the opportunity to develop self and social awareness?
2. Do students have opportunities to deal with cultural, personal and social issues?

Objectives: (These objectives should be met by the time the student leaves the twelfth grade.)

1. The student knows that human behavior and organizational behavior have social, psychological, economic and political antecedents.
2. The student knows that while human behavior is based upon past experiences it can be, and often times is, a function of the individual or group's image of alternative futures.

As can be seen by this discussion, the "ideal" social studies program must strike a balance among the three perspectives outlined above. The eleven general objectives provide a basic framework of responsibility for the social studies program, and every effort should be made to incorporate them into specific objectives for local program design.

V. Scope and Sequence Considerations

A decision made about the social studies curriculum for any grade has direct implications for the curriculum in all other grades. It is necessary, therefore, that the curriculum be viewed as a system. In the development of such a system, attempts should be made to achieve a consistent curriculum structure and a balance of the elements that make up the design.

Because so many actions must be taken to implement the social studies curriculum, it is imperative that the curriculum have a structure that will aid in making these judgments. Otherwise, determination of such things as daily schedules, learning activities, instructional resources, and even teacher education may conflict and hinder rather than facilitate instructional processes. There is no consensus as to which curriculum model is generaliy superior or which is more effective for certain purposes or under particular circumstances.

The concept of curriculum structure applies to the entire period of schooling. This does not necessarily mean that various features of the curriculum will be the same in kindergarten as in senior high school. It does mean, however, that whatever form these elements take throughout the grade span should be consistent with some logical theory stemming from the nature of knowledge, society, and human development and learning.

Teachers must understand the curriculum framework in which they are functioning if the consistency built into the program is to assume consistency in the learning experiences of children. In the final analysis, it is what happens in the classroom that constitutes the curriculum for a particular child. Many decisions regarding teaching-learning processes cannot be dealt with except in a general way in a printed guide or other suggestions offered to teachers; they must be made by the teacher as he or she works with the learner. Thus, every social studies curriculum has a degree of freedom, compelling teachers to use their judgment. If teachers lack insight regarding the basis for and design of the curriculum, then efforts to create a plan of action for a specific class or child in a specific situation will be idiosyncratic, at best.

Scope

Curriculum design involves a consideration of both scope and sequence. Scope has usually been specified in terms of one dimension, such as topics, themes or functions of a system. To avoid the extreme positions that result when one of these is used as the sole criterion, it is proposed that more than one be used. Various combinations are possible.

Scope defines the limits of learning experiences to be included in the program. If this were not so, teachers would be uncertain as to what units to select and how broadly they should deal with them.

There are three sources which influence the social studies curriculum. They are the learner, society and human knowledge (disciplines). The disciplines-oriented curricula use subject matter or disciplines to establish the scope of program. The society-oriented curriculua uses issues and concerns of society as a criterion for content selection. And the individual-oriented curricula set boundaries of study relative to interests of students. These three distinctions of scope have variations which include: curriculum organized around major topics or units; around concepts from the several disciplines; around basic functions of human living; and around human needs. More detailed decisions about scope are made using such criteria as usefulness, interest, difficulty and tradition. While the three approaches to organizing the social studies curriculum (disciplines-oriented, society-oriented and individual-oriented) * have certain

* *Disciplines-oriented model:* this approach is based on the theory that the best way for students to achieve educational objectives is through the mastery of the subject matter required by adults to meet societal demands.
Society-oriented model: this approach is based on the belief that students attain educational objectives best by developing competence in solving problems of living.
Individual-oriented model: this approach rests on the belief that the best way to achieve educational objectives is to provide for the optimum development of the individual at each phase of his/her growth.

common elements; they each have a distinct rationale consisting of assumptions about: (a) the purposes of schooling, (b) what priority or importance should be assigned to subject matter (basic disciplines), (c) the definition of social studies, (d) the nature of the human being, (e) the roles played by teachers and students, (f) the nature of learning, and (g) the nature of society. The rationale for a social studies program must be made explicit so that the resulting organization may have unity in the design.

While the scope designation may seem somewhat restricted, it serves the important function of helping to decide what to teach and what not to teach. This decision must be made logically. In the Wisconsin Conceptual/Skill Social Studies program, boundaries of scope are identified via subject matter orientation (conceptual and skill development) as well as through consideration of societal and individual concerns and issues.

Sequence

Sequence means that curriculum organization must provide for the continuous development of learning. In determining sequence, all plans give some consideration to:

(a) **Maturation and experiential background of the learner.** The experiential background of the student developed in his or her interaction with the social environment sets limits on what can be learned.

(b) **Interest in and use of what is to be learned.** Characteristics of the learner such as mental development and interest must be considered by the curriculum planner for they also set limits within which learning is possible.

(c) **Prerequisite learning.** Learning is best achieved when curriculum content and skills are ordered from the simple to the complex and students are required to master some elements of content and skill before moving to more complex areas of study.

(d) **Difficulty level.** Difficulty level, which reflects both limitations on a student's knowledge and skills and the complexity of what is to be learned, must be taken into account in all plans for sequence.

There are two basic approaches to the determination of sequence. One is to examine factors that are largely external to the learner, such as structures of the various disciplines. The other is to look at aspects of the learner and the learning processes or psychological factors.

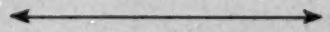
In all cases, however, the adequate social studies sequence will combine both logical (the various disciplines) and psychological factors.

When scope and sequence are combined we can view the curriculum from the criteria of time, place and culture. As you review the following diagrams, keep in mind that in all cases curricula becomes increasingly complex as students move from the kindergarten through the twelfth grade.

Place

K ---------- 12

From Immediate Environment to Remote Environment



Place is one basis for scope and sequence as it is concerned with areal arrangements. The usual order, based on theories about students' gradual expansion of awareness, is from the immediate to the remote. However, it should be noted that with the influence of mass-media the immediate and remote environment are often times interchangeable even at the beginning levels of the curriculum. The important point of consideration relative to "place" is to consider the question of whether or not students have opportunities to study people in different places around the world and that they understand the interrelationships between and among immediate and remote environments.

Time

K 12

Past . . . . _____ . . _____ . . . _____ . . . _____

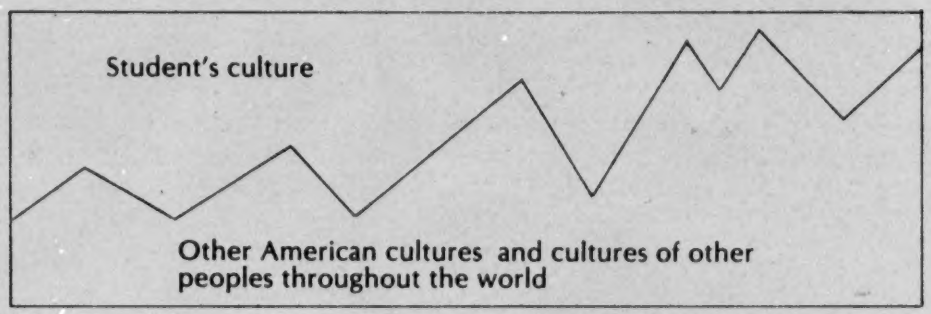
Present _____

Future . . . . . _____ . . . . . _____ . . . _____ . . _____ . . . . _____ . .

The notion of time addresses the concern that students be encouraged to study people at different time periods — past, present and future. It is important to note that the thread of "present time" dominates the curriculum from kindergarten through twelfth grade, with "past time" being of next or secondary importance, and "future time" being of tertiary importance.

Culture

K 12



Culture as a factor in the determination of scope and sequence emphasizes a growing relationship between the student's culture and the cultures of others.

Interrelationship Between Time and Place.

It is possible to interrelate the above factors in interesting ways. Curriculum designers are encouraged to take the various elements of place, time and culture and experiment with them so that the best possible balance for student study can be achieved. For example, it is possible to depict the relationship between time and place and to decide what the best combinations of these factors would be to achieve logical and psychological balance of the curriculum.

	Then	Now	Will Be
Home			
School			
Community			
Region (State)			
Nation			
World			

Scope and sequence, then, define the social studies program in terms of those logical and psychological factors that serve as the best vehicle for developing the objectives of social studies instruction. It is important to also note that every teacher must be committed to the overall K-12 scope and sequence if the total program is to meet its goals. The program must be accumulative in nature, that is, growing in complexity with each new unit of instruction.

Scope and Sequence Considerations for the K-6 Program

The K-6 social studies program should first of all address the following five points:

1. Experiential links between abstract concept and everyday life.
   It is imperative that in the elementary program experiences are developed that will link each concept and skill to an appropriate activity.

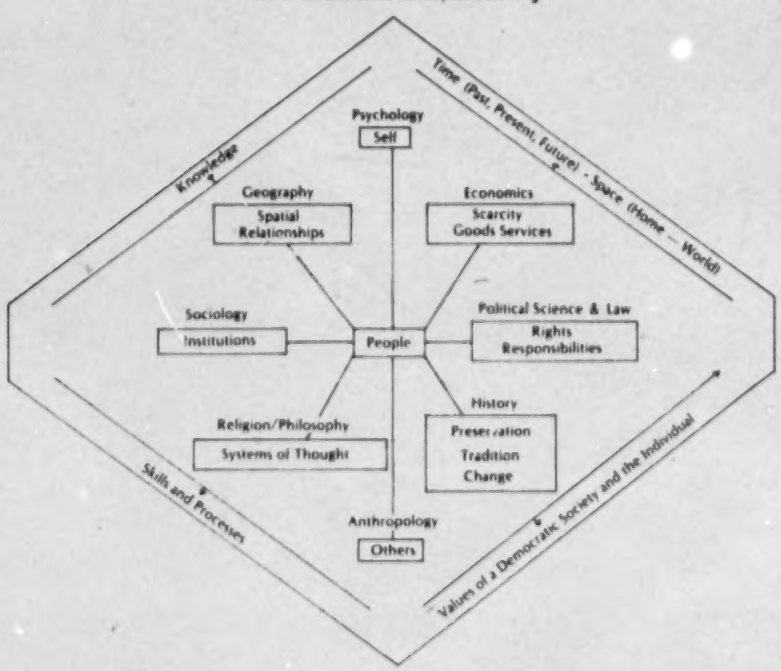
2. The use of three-dimensional models.
   As much as possible, we should strive to use "hands-on" or three-dimensional models for the students to manipulate and with which to work.
3. Tradition.
   We should stipulate the importance of developing democratic values through the study of tradition.
4. Self-concept.
   The scope and sequence and the environmental setting should afford students the opportunity to develop respect for themselves.
5. Understanding of others.
   From kindergarten on, attention should be given to the comparative analysis of self and others—leading toward some rather sophisticated notions of other cultures.

The human community is what students study in elementary school social studies programs. As can be seen from the following diagram, emphasis is placed upon people, self and others and the interrelationships that exist with regard to institutions, time and resources. These relationships form the system that human beings are born into and that they function within throughout their lives. This "system" presents opportunities, challenges and problems which all of us must cope with in our daily lives. When the child enters school as a five year old, in a sense he or she is moving into a new culture, a new system that must be understood if, indeed, the child is to grow and function as a total human being. This situation is also true as students and adults move into different situations and, indeed, as institutions change around them. Thus, it becomes imperative that we understand "the system" in as much depth as possible. This means attention to all of the subtle attributes of culture that are implicit in any "human community."

In the elementary school social studies program an understanding of the "system" or the "community" means that the students not only know that there are school or community workers but understand the relationships that exist, for example, among students, teachers, administrators, engineers, cooks, counselors, etc. as they all function in a total "system."

A broad content outline for the K-6 social studies program might take many forms. The important thing, however, is to keep in mind the inclusion of the curriculum factors mentioned above.

The Human Community



Following are five model formats for the K-6 program that can address the study of "the human community."

Model Format I

K. The School Community

The school community furnishes content for the development of fundamental ideas related to an institution which is new to a kindergartner. A careful analysis of the present day school will aid the student in understanding benefits he or she gains from the institution and how it operates politically, economically and socially. Comparisons of present day schools and those of the past can be made along with predictions of future schools.

1. The Family Community

Study of the family provides an opportunity to observe, examine, interpret and discuss concrete phenomena concerning membership, recreation, work, cooperation, interdependence and traditions along with less concrete content from other sources such as books and films. Generalizations drawn from these experiences will aid in ordering the various aspects of family living and will provide a system by which families of other cultures can be examined.

2. The Local Community

In the study of the local community the student will have an opportunity to observe, using primary sources, the interdependence and complexity of the larger community. Analysis of rules which govern behavior, responsibilities within the group, various forms of belief, goods and services available, etc. will aid him in understanding community living and his role within the group.

3. Communities in Other Countries

Study of communities in other countries should broaden the students' concept of community because of dissimilar settings and cultures in these communities. The system used in studying the local community will be applicable to the study of other communities, and discovery of many likenesses in all communities should occur.

4. State Community (Wisconsin)

The study of Wisconsin can provide a framework which can be used in making an analysis of any one of the states in the United States. Concrete and abstract resources are at hand which can provide content to be organized into a body of knowledge (concepts and generalizations) through the use of numerous skills and processes. Problems and issues existing in the state can involve the student in identifying facts, and deciding on solutions for solving and evaluating these solutions.

5. National Community

Since content dealing with the United States is voluminous, a topical approach might be used in choosing content. Topics dealing with *Location on Earth, Physical Environment, Beginnings, Quest for Knowledge and a Better Life, Living in a Democracy, Earning a Living and Global Visions* could be included. Involving the students in various processes and skills will aid in giving order to this content in the form of concepts and generalizations, and providing experiences for examining values of our people should aid in promoting more effective citizens in a democratic society.

6. World Communities - Food Gathering, Agrarian and Industrial Complexes

Perception of a broader environment can be gained through study of family life, beliefs, values, economic and political systems, environment, etc. of the Food Gathering, Agrarian and Industrial Complexes from prehistoric times to present day. This study should provide a basis for comparing and contrasting a variety of cultures within their groups including one's own. Through analysis of these cultures one should be better equipped to understand not only other people, but also one's self.

Model Format II

Model Format II is similar to Format I and suggests the widened horizon curriculum which is detailed in the Wisconsin conceptual framework. This format is a legitimate way for structuring course content in the social studies and it addresses the several "human communities" that we are likely to find ourselves operating within.

Kindergarten:	Home and School
Grade One:	Home, School and Neighborhood
Grade Two:	Community Life
Grade Three:	Community Life in Other Lands
Grade Four:	Wisconsin
Grade Five:	United States Geography and History
Grade Six:	Cultural Patterns (emphasis on anthropology and the study of cultural development and comparative cultures around the world)

Model Format III

Model Format III also suggests a widening horizon sequence, but is based on a series of significant questions that are raised and answered as the student moves through the program. The questions listed below are *only* representative or examples of the kinds of questions that might guide instruction for an elementary social studies program.

Kindergarten - Self
- -Who am I?
- -How am I like other people?
- -How am I different from other people?

Grade 1 - Family
- -What role do families play?
- -How is my family like other families?
- -How is my family different from other families?

Grade 2 - Neighborhood
- -What function does my neighborhood play?
- -How is my neighborhood like other neighborhoods?
- -How is my neighborhood different from other neighborhoods?

Grade 3 - Community
- -What is the function of my community?
- -How is my community like other communities?
- -How is my community different from other communities?

Grade 4 - Region (State)
- -What function does my region play?
- -How is my regional area like other regional areas?
- -How is my regional area different from other regional areas?

Grade 5 - U.S.
- -How do Americans make use of the land in the different regions?
- -What are historical traditions?
- -How did our country's historical traditions begin?
- -Why are historical traditions important to us?

Grade 6 - Selected World Cultures
- -What are the historical traditions of other cultures?
- -How did these traditions begin?
- -Why are their historical traditions important to them?
- -How do cultures share ideas and tools?

Model Format IV

A variation of central questions for each grade level is suggested in Model Format IV which attempts to identify major social, political, cultural and economic themes. Format IV is particularly appropriate for those schools that wish to move toward a more interdisciplinary curriculum.

	Theme		**Discipline Emphasis**
K-2	*Humankind: Its Characteristics*	-	Anthropology, sociology, psychology
3-4	*The Effect of the Physical Environment on the Human Family*	-	Geography, anthropology, sociology
5-6	*Human Political, Economic and Cultural Endeavors*	-	History, political science philosophy, art, music, drama, economics

Model Format V

Model Format V moves further toward an interdisciplinary structure and attempts to deal with the curriculum components listed above in a more holistic fashion. It attempts to incorporate all of the academic areas into a unified presentation. This K-6 curriculum model uses the four areas of "cultural studies," "aesthetic studies," "democratic and personal life studies" and "environmental studies" as knowledge organizers for the presentation of appropriate concepts, skills and values in the elementary school social studies program. While social studies is seen as the basic organizer of this model, it should be noted that knowledge from other disciplines is extensively utilized so that in essence this model represents an interdisciplinary elementary curriculum. *(See Appendix C for details of Format V.)*

As can be noted from the above five models, it is possible to structure the elementary social studies program in different ways. Again, the important consideration is that of balance in making sure that all necessary components are included.

In order to achieve balance, the reader is once again directed to the self-examination instruments. The charts that have preceded allow for broad curriculum parameter data. Now, the curriculum leader may wish to gain even further insights about the adoption of a proposed model format by answering the following questions and using the charts below.

A. General Concerns

Using a scale of 1-5: 1) not at all, 2) poor, 3) fairly well, 4) good, 5) excellent.

1. Does the proposed K-6 model provide sufficient flexibility to meet the needs of learners?

_____

1 2 3 4 5

2. Can you better correlate content from other academic disciplines in the time allotted to social studies in the K-6 model proposed?

_____

1 2 3 4 5

3. Does the proposed K-6 model provide all teachers with enough information on skills, concepts and content so as to minimize redundancy and maximize communication and articulation?

_____

1 2 3 4 5

B. Staff Concerns

1. Feedback from staff favoring a K-6 curriculum change in social studies has been:

_____

1 2 3 4 5

2. Participation of staff in previewing new commercial basic materials has been:

1 2 3 4 5

3. Considering time, personnel, number of buildings in the system, etc., our capability for developing a new program is:

1 2 3 4 5

4. I would rate my experience with the use of locally written K-6 guides as being:

1 2 3 4 5

C. Curriculum Balance Concerns

If you have chosen one of the five K-6 models above, now evaluate said model with regard to content coverage using the charts in part II.

D. Concerns about Guides and Texts

Key: X - yes; 0 - no; P - perhaps; NA - not applicable.
(This form should be given to all teachers.)

1. I am capable of participating in the writing of a guide for this K-6 model.							
2. I feel that consistent inservice of the guide will be necessary.							
3. I feel multi-texts are necessary for support of the K-6 model.							
4. I feel all social studies disciplines are represented in the textual program.							
	K	1	2	3	4	5	6

Scope and Sequence for the 7-12 Social Studies Program

The 7-12 program should focus on such general themes as the physical world; the nature of being human; the past, present and future status of the groups and institutions that form our society (the American family, educational system, economic system, governmental system, and religious system, plus the ideals that undergird these elements); the past, present and future status of the groups and institutions from other societies; and the interaction that can and does take place between any of the above factors (i.e., the interaction among individuals, the interaction between individuals and social institutions, the interaction among institutions, the interaction among societies, the interaction between the individual of one society and the institutions of another).

In an attempt to address these general concerns, the 7-12 social studies program should devote two years of study to the American scene, two years of study to the world scene and two years of study to the several social science disciplines that make up the social studies.

Structuring this 7-12 offering can be done in several ways.

2/2/2 Models

Model 1

7 Introduction to the Social Sciences and Humanities
8 World Studies (i.e., World History/World Geography or Cultural Area Studies, Western Cultural Area Studies, Eastern or to meet the needs of minority students, Afro-American Studies or Hispano American Culture, Language, and History may be substituted for one year of the World Studies requirement. This requirement would be completed by the enrollment of an additional year of World History or World Geography.)
9 World Studies

10 American Studies (i.e., American History or American History plus Contemporary American Issues)
11 American Studies
12 Social Science, History, Philosophy, and Regions Studies Electives

Model 2

7 World Studies
8 World Studies
9 American Studies
10 American Studies
11 Electives
12 Electives

Model 3

7 World Studies
8 World Studies
9 American Political System/American Economic System (constitutes one year of the two year requirement in social science)
10 American Studies
11 American Studies
12 Electives

Model 4

7 Introduction to the Social Sciences and Humanities
8 World Geography
9 American Studies
10 American Studies
11 World History
12 Electives

It is possible to use the criteria of U.S. studies, world studies and social science disciplines to construct a broader concept for social studies education in the 7-12 program. For example, it is possible to integrate these disciplines and add others to create a humanities program similar to the K-6 "Format Five" above. In such a plan, major concepts from history and the social sciences together with jurisprudence, philosophy and religion may be incorporated. Also, knowledge and skills can be utilized from the fine arts as well.

VI. Recommendations

In order to provide direction for public education in Wisconsin, the Governor's Task Force on Education, in 1972 and 1973, developed a listing of goals for elementary and secondary schools. This committee determined that educational goals included self-realization, human relations, basic skills, mental and physical health, career education and occupational competence, cultural appreciation, lifelong learning, citizenship and political understanding, economic understanding, physical environment, and creative, constructive and critical thinking. (A more thorough description of these goals is included in Appendix A, page .) The fact that nine of the eleven goals specified are social studies in nature emphasized the need for local school districts to establish procedures for the development, maintenance and continual improvement of the K-12 social studies program. Program improvement is dependent upon the allocations of time, resources and personnel which school districts make.

To assist local districts, curriculum committees and teachers in this task, the State Social Studies Curriculum Study Committee recommends the following:

A. Curriculum Development

1. Every social studies program should be represented by a permanent K-12 curriculum committee. The task for the curriculum committee is to articulate the social studies

program and evaluate the present program in terms of current trends in the social studies. Leadership, time and resources should be made available to the committee. Specialists such as vocal directors, physical education and music teachers could make extensive contributions and therefore should be members of the committee.

2. A social studies professional library should be developed cooperatively by the librarians and social studies teachers. Selection of materials for the social studies should be the responsibility of social studies teachers and the directors of the resource centers and/or librarians. These materials should contribute to the development of goals and objectives agreed upon by the local school system.
   The social studies staff should have access to the newest professional literature in history, geography, economics, political science, sociology, anthropology, law, philosophy, religion, psychology, and social studies education.

3. Inservice - An adequate number of inservice days during the school year and the summer should be devoted to social studies curriculum development. These workshops are conceived as experiences for the teacher to increase his or her effectiveness in dealing with new movements in social studies education.

4. A written local curriculum plan should be developed and revised every 5 years. All curriculum guides should be very flexible. This flexibility allows for new materials to be used when available. This prevents a guide from becoming static and also allows the teacher to be more creative.
   a. The local curriculum guide should also identify problem areas relevant to the interests and needs of the student as well as the larger community.
   b. Opportunity should be provided for the implementation, evaluation and dissemination of national, state or locally developed curricular materials in the social studies.

5. Communication among the areas of art, music, physical education and social studies should be encouraged. These areas of the curriculum often address similar objectives, and many times these objectives can be better met through cooperative planning and action.

B. Instructional Development

1. Social studies instruction should be *offered* and *required* in each grade level K-12.

2. Every attempt should be made to insure an *accumulative nature* to the instructional offerings. To facilitate this procedure, attention should be given to the specific concepts and skills offered at each grade level, and how these concepts and skills relate to the subsequent levels of instruction.

C. Instructional Organization

1. Social studies instruction should be given a minimum amount of time per day.
   a. In the K-6 program the following time allotments are recommended:

Weekly Time Allotment in the K-6 Program

minutes per week:	100	125	150	175	200	225	250
grade:	K	1	2	3	4	5	6

   b. In the 7-12 program, 50 minutes each day should be required and social studies courses should be offered for every student at every grade level. The 7-12 program can offer alternatives (electives) for student choice, but in all cases, courses should present students with a logical and psychological developmental program.

D. Evaluation

Evaluation should be concerned with both program excellence and student achievement.

1. Program
   a. An effective way to evaluate classroom procedure (interaction) is through the use of closed circuit TV (video tape). This technique is extremely useful for self-evaluation on the part of the instructor. Students can also effectively evaluate their performance in classroom situations.
   b. Scope and Sequence evaluations should be made periodically to determine curriculum balance.

2. Student
   a. Evaluation of student's achievement should take into consideration the hierarchy of thinking. Classroom activities and/or examinations (true and false, multiple choice or essay) should be distributed among all levels of thinking (memory, translation, interpretation, application, analysis, synthesis, and evaluation).
   b. Self-evaluation is considered one appropriate means for students to become interested and maintain an interest in their academic growth. Perceptions of self-growth can also be checked against opinions of the teacher. Instruments can be used as well as interview techniques to allow students the opportunity for self-evaluation.

E. Instructional Resources

1. The social studies program should have the following examples of instructional resources available for students:

-Textbooks	-Filmstrip	-Microfilm reader
-Reference books	-Overhead projector	-Periodicals
-Supplementary readers	-Radio	-Newpapers
-Film (16mm)	-TV	-Maps and globes
-Tape or records		

2. Each student in the social studies program should have reading materials at various reading levels on the several topics which will be studied in the social studies program during the year.

3. Each district should make available to teachers a wide variety of community resources:
   Speakers Field trips Authors Craftspersons

VII. Implementing a New Social Studies Program at the Local Level

At some point in time, curriculum decision makers (in a school system) will have gained all of the input that they need to make wise choices. It should be noted that the input will come from such things as (1) perusing the history of social studies curriculum development in the United States, (2) examining ideal social studies programs that have been suggested by outstanding curriculum developers who have gained recognition for their efforts, (3) reviewing the adequacy of the present program, and (4) considering the alternatives and recommendations suggested by the Department of Public Instruction. The issue must then be faced. A new design must be created, approved and implemented at the local level.

Those charged with curriculum revision should prepare a multi-phase plan of action. Although the sequence of steps may vary, they will probably include the need to:

1. Develop a design for the new program.

   The new design should provide in clear and concise terms the rationale or philosophy; goals and objectives; and scope and sequence of knowledge, skills, and values considered important for the growth and development of the students as well as the means to reach the ends sought.

2. Develop a proposal for administrative and board consideration.

   This document would probably include the program design, a plan for program assessment and a timeline for implementation. In order to decide on a course of action with respect to the proposal, the administration and board would need a tentative budget which would provide insight into additional costs to be incurred. Such a fiscal

note would address itself to elements such as staff, inservice training, facilities (to be expanded or modified), supplies and equipment, consultative services and transportation.

3. Gain administrative and/or board approval for the new program.

   The program planner should be prepared to clarify and answer questions relative to the proposal as it is being considered by the proper local authorities. The actual procedure will vary from district to district.

4. Plan and execute appropriate inservice training for administrators and teachers.

   The purpose of this activity is to translate the program design from a conceptual model to a plan of action. After becoming familiar with goals, objectives and the structures of the new program, teachers and administrators could engage in the examination, trial use and selection or development of basic and supplementary instructional materials. Working with consultants from within or outside the district, teachers will tailor unit and lesson to meet the unique needs of students and community to be served. If aides or volunteer help are to be an integral part of the program, it would be advisable to involve them in appropriate aspects of the training program.

5. Gain student and community awareness and support for the new programs.

   Although some students and members of the commmunity may have been involved in earlier stages of this curriculum revision process, if the program is to succeed it is important that support be engendered through widespread dissemination of information. This may involve the effective use of mass media, school-community meetings, and other avenues of communication and involvement.

6. Implement the program on a system-wide basis.

   When the program is ready to be implemented on a system-wide basis, it is important that leadership personnel such as members of the school board, school administrators, supervisors, and department chairpersons and lead teachers be sensitive and responsive to needs of staff members who are charged with the actual classroom implementation of the program.

VII. Assessing your New Program

Students develop skills most efficiently, and acquire knowledge best when there is systematic instruction, continuing application and immediate as well as long-range evaluation. The importance and purpose of student evaluation is not only to measure individual student growth, but also to evaluate the effectiveness of a K-12 program.

Two major areas of student learning can be measured with some degree of objectivity: (1) skill development and (2) acquisition of knowledge.* The validity of the data gathered by assessment is significantly improved when a variety of assessment techniques is used. These instruments may include:

a. *standardized tests*—Traditionally obtainable from commercial sources, these tests measure local student progress in relation to national norms.
b. *criteria reference tests*—In this type of test, student progress is measured in relation to anticipated outcomes with reference to program objectives. Sources for this type of test are national and state assessment tests, such as the Wisconsin social studies assessment tests for grades 4 and 8. In addition, some local school districts have developed, or are in the process of developing, their own assessment instruments.
c. *classroom teacher assessment*—This form of testing is traditional and measures student progress within a given classroom.

What Do We Do with Assessment Results?

At the local level, the district and building personnel can use the results from a program of assessment to make decisions on how to improve curriculum and instruction. Standardized tests

* The latest information in these two areas is obtainable through the Department of Public Instruction.

data can provide "measurement of potential" for learning. Also, if data is reviewed periodically, student progress with respect to knowledge attainment can be traced and compared to national norms.

Criterion reference tests on the other hand can provide measurements of student progress when compared to national or state assessment results. This data, in turn, is derived from curriculum objectives. Although the data will not be specific relative to the district, local educators would still be able to conduct their own study of achievement by using the national or state assessments as models to create their own measurement instruments. The benefit of this is obvious in that it encourages the district to develop and control its own systematic program of assessment of student progress. The state or national assessment provides the model, the direction and the basis for comparison, but leaves the control for local assessment in the hands of the community and its Board of Education.

Examples of assessment tests developed by local districts can be obtained from the social studies coordinator, Wisconsin Department of Public Instruction.

Another measurement tool that can be developed by a school system is a student K-12 progress continuum. Such a device is used to trace individual student progress across the K-12 experience through the recording of data derived from various assessment instruments. Through the use of this tool the teacher will be able to determine individual student strengths and weaknesses and develop appropriate learning objectives.

An example of this type of device can also be obtained from Wisconsin Department of Public Instruction.

Another method of assessing student progress is through the use of narrative reports for individual children. In developing this method, evaluation should be seen as an integral part of the learning strategy. The narrative method does not place emphasis upon rank in class, but helps each student find out what he or she knows, what he or she doesn't know and what difference it makes. The most precise way of doing this is through a comprehensive narrative statement that tells the child something about his or her relationship to the knowledge perspective listed in part III.

Some thoughts about the narrative model:

1. Even though such a narrative evaluation is time consuming and bulky, it should be done at least twice a year.
2. The narrative report should be supported by weekly teacher-student conferences to review the student's progress and to solve problems in learning before they become insurmountable. These conferences should be on a one-to-one basis with no interruptions. They should indicate to the student his successes as well as his problems. They should help him develop alternatives. In short, the teacher must become a counselor in its broadest sense.
3. This narrative should begin when the student enters school (K) and end with follow-up reports at least 5 years after leaving school (12). This follow-up information should also be useful in program evaluation.
4. This evaluation narrative should be shared with parents as well as the student. The best way of doing this is through parent-teacher conference. Such a procedure will aid the parent in understanding what the child does and does not know. It will also enable the parent and the teacher to share knowledge and respect.

One of the major criticisms that may be leveled at this evaluation process is that it is not competitive, and therefore students will not be motivated to strive for the highest achievement. There are, however, three factors worth reviewing at this point. First of all, competition in the classroom which compares one student against another in some rank order motivates very few students. In fact, besides being a negative factor in many students' lives, some of those who take competitive grades seriously sometimes develop such undesirable behavior as cheating simply to get a "good" grade. Second, if schools are concerned with a better quality of craft in the

classrooms, students must develop internal motivation to do quality work regardless of the varying degrees of success of others. Third, with the increasing attention to individualized instruction, there should be emphasis upon self or independent learning. Motivation is thus shifted from the simple rank ordering of students to an emphasis upon personal interests in learning.

Using this evaluation process will, indeed, take a great deal of planning, work, and patience, but if we expect to reach the goals presented in the total social studies program, evaluation will have to become concerned with the total, long range growth of each student as a unique human being. This means a variety of assessment efforts and methods must be employed.

IX. A Statement of Purpose for the Wisconsin Social Studies Community: Standards, Justice and Joy

The nation's educational systems persist because Americans believe that schools do something worthwhile that no other social institution can do. This something of value deserving support is generally expressed as a combination of the right of the individual to equal and adequate educational opportunities, and society's need for citizens who can participate effectively in the world. Statements such as "education for effective citizenship," "self-realization for every individual" and "pursuit of excellence" resound this general belief in the value of education.

Preparation of the young for present and future effectiveness and self-realization in a free society has been the general goal of American education, yet translation of such goals into specifics has always been a difficult problem.

In order to meet this general goal, educators have historically argued for the inclusion of curricular components such as a concern for subject matter, the student, and society; and for reachable outcomes such as citizenship or employment. In the social studies, components such as knowledge; intellectual skills; affect and valuing; and social participation are delineated as necessary. But, what is significant, and what is called for, in addition, is the transcendence of these components to a standard of excellence inherent in anything called social studies education — an excellence manifested in the knowledge of a "point of view" (awareness of general, traditional values) as opposed to merely "points of view" (awareness of only situational values) about the rapidly changing conditions of the nature of ideas and value systems. If intellectual confusion is widespread in a world of rapid change, then the social studies program must address the need for developing a meaningful way of life.

Adherence to standards of excellence which transcend subject matter, the student, and society also offers an education based upon usefulness. In other words, that education which is most useful to the individual, society, and the discovery of new knowledge is that education which transcends these separate components and brings unity to human purpose.

There is a quality of life which lies always beyond the mere fact of life. It is this vision of *quality* that social studies education must address if it is to have meaning. It is this sense of *quality* that will so haunt every individual or group endeavor so as continually to make better that which presently exists. To do this, the student must have the opportunity to be genuinely immersed in his or her cultural heritage. This will take patience, zeal and competence on the part of educators — and perhaps when all is said, it is competence, zeal and patience which mean social studies education.

The student as citizen, as worker, as parent, as friend, must at all times be more than the sum of his or her individual interests. In the end, emphasis upon human quality and strength of character will not only provide for cultural growth, but will contribute most to citizenship, employment, and the creation of new knowledge. This emphasis means that social studies programs must provide activities and thoughts that make it possible to act, think and feel with skill and taste. It means that students must develop intrinsic standards which will allow them to make moral judgments. It means that there can be no shortcut to understanding; and understanding is requisite to personal effectiveness and satisfaction. Further, it is the responsibility of those who operate and develop social studies experiences to keep foremost in

mind the valid "eternal questions" such as:

> *What is the good society? What should we do about those who disagree? What is the proper relationship of majority rule to freedom and equality? What is justice? What is happiness? What is the good person? What is the good life?*

These questions which are raised by students, parents and teachers will help transcend those curricular components delineated above and make possible a continuing belief in individual free will; in justice; in the value of free people who can work toward making a better life; and in rationality that holds respect not merely for the demands of logic but also for the demands of a "community of inquiry" or a community of scholars where students and teachers can practice the craft of rationality. This means, above all, that the *way* in which we reach these goals and levels of responsibility are part of our belief system, and perhaps, the first value of a democratic society. To be consistent with this first value of democracy, social studies education must possess three attributes: standards, justice, and joy.

Standards mean that students and teachers are involved in the study of the cultural heritage of human beings with integrity and craft. In other words, there is a craft that is related to the several disciplines that make up the social studies, and teachers and students must develop that craft in much the same way that an artist, ball player or carpenter must develop and execute his or her craft.

Justice relates both to the concept of craftmanship as well as to the personal and group interactions which abound in the educational setting. Its first tenant is the belief that every individual is worthy of the best possible education, not because he or she is a "human resource" but simply because he or she is "human." The concept of justice also demands attention to the cultural heritage and the general values found therein. Above all, it states the understanding that to be *just* is the heart of what it means to be an educator.

Joy is the mainspring of human experiences. Without joy or hope, there is no incentive for learning, for the impulse to learn presupposes confidence in the possibility of improving one's existance — it presupposes faith in the future. Widespread social dislocations, dehumanization, and other situations of social, economic, political life cause people to feel impotent and unimportant. No *technical* improvements in social studies instruction will induce people to learn. On the other hand, individuals who are buoyed by joy and hope can overcome stubstantial formal deficiencies in program or technique.

Standards, justice and joy (hope) — without these attributes social studies education cannot exist.

Social studies education is, in essence, a search — a continuous search for love, beauty, truth, faith and justice in everyday life. It is a process which brings meaning to a person's life, allowing the individual to see life differently with sensitive eyes that behold the fullness of what it means to be human. This means that social studies education should provide the student with a temporal link between the past and the present and between the present and the future. Further, it should provide the individual with a vehicle by which he or she can develop a continually expanding conceptual framework for looking at and deriving meaning from the world. Social studies education must provide a feeling of satisfaction in what one is doing (work-craft), so that the experience of learning will be taken seriously by the student and that he or she will develop a sense of community with others involved in learning. Above all, social studies education cannot use preordained needs as a base upon which to build learning experiences. Indeed, social studies education provides the means by which individuals can discover for themselves their own needs and those of the social and natural environments.

The information contained in this booklet attempts to define the nature of the social studies program and to challenge educators to work toward a perspective that will focus not only upon the several components that make up the social studies, but also upon the quality of craftsmanship that transcends these components. The social studies educator must be concerned with the components listed as well as with the mastering of said components in the classroom or community in such a way that offers to both students and teachers an environment exemplified by mutual trust, open two-way communication, honesty in the handling of data,

integrity of the classroom community relative to decision making, and standards of work on the part of all members of the learning community. This kind of environment is necessary for the development of democratic citizenship, the central issue of which is the relationship between individual and government. And the concept of ethical behavior must at all times be requisite to citizenship in a democracy. This is our purpose; this is our task.

APPENDIX A
Goals for Elementary and Secondary Public Education

Self-Realization

Schools of the future will exercise a more concerted effort to aid each child to develop a feeling of self-worth and confidence which will enable him/her to experience a sense of pride and accomplishment in a highly technological, rapidly and dramatically changing society. The individual should develop a positive self-image within the context of his/her own heritage and within the larger context of the total society.

The student shall:

1. know and respect himself/herself.
2. recognize his/her strengths and limitations in setting personal goals.
3. develop his/her interests and potentials in order to achieve those personal goals.
4. have insight into one's own value structure, how values affect one's life and relationship with others.

Human Relations

Human Relations is the interaction of individuals with one another and with groups. Schools cannot ignore human relations, because (by means of their social systems, organizational structures, teaching methods and administrative practices) they teach it whether consciously or not.

Schools shall foster an environment where students, all school personnel and other community members interrelate to seek self-knowledge and understanding, appreciation, respect and concern for all human beings. The student shall:

1. understand, appreciate and respect one's self.
2. have a desire to contribute to the well being of society in all areas of his/her life and place a higher value on people than things.
3. understand and appreciate the value systems, cultures, customs and history of his/her own heritage as well as those of others.
4. possess the skills and attitudes necessary to assure the continuing development of:
   a. respect for the rights of one's self and others.
   b. the ability to form satisfying and responsible relationships with a wide variety of people.
   c. skill in group relations.
   d. the ability to initiate and maintain personal friendships.
   e. a recognition of the political, social and cultural interdependence among peoples of the world.
   f. an understanding of the various domestic and international life styles.
   g. the ability to manage conflicts in values.
   h. respect for the work efforts of one's self and all others.

Basic Skills

Schools are a significant agency of society for the development of basic skills. It is essential that a person be able to interact within a changing society and make reasonable judgments about it. To that end, schools must explore and implement the best possible ways for students to acquire and apply the fundamental skills necessary to learning.

The student shall:

1. comprehend ideas and facts through reading, viewing and listening.
2. communicate ideas and facts through writing and speaking
3. use the processes of language, science and mathematics.

4. perform psychomotor (mental-physical) activities necessary to learning.
5. use problem-solving techniques and processes used in decision making.

Mental and Physical Health

The insistence that our youth develop sound minds and bodies must be a continuing value of a renewing society. Children come to school with different mental and physical capabilities. Schools shall develop self-concepts and physical skills in accordance with each child's potential.

The student shall:

1. have the basic physical and mental health necessary for his/her optimum growth and development.
2. understand the emotional and social aspects of human sexuality.
3. understand the interrelationship of mental and physical health.
4. have an awareness of and an incentive to use community resources essential to assure his/her optimum mental and physical health.
5. recognize leisure time activities as a vital part of human life, and possess sufficient skill and interest in an area of activity other than that of his vocational choice to be able to make constructive use of leisure time.
6. demonstrate knowledge, use and appreciation of safety principles, concepts and practices.
7. possess knowledge concerning the various body systems and how they are affected by dietary habits, physical and mental activity, drugs, alcohol, tobacco and poisons.

Career Education and Occupational Competence

In a rapidly changing society where occupations change, appear and disappear, means must be found to equip students to deal with the world of work. Schools must offer students an education that prepares them for alternative occupational, academic and technical programs beyond high school.

The student shall:

1. have a respect for the dignity of all occupations and the desire to pursue a satisfying vocation.
2. have acquired a knowledge and understanding of opportunities open to him/her for preparing for a productive life.
3. have developed those occupational competencies consistent with his/her interests, aptitudes and abilities which are prerequisite to entry and advancement in the economic system and/or academic preparation for acquisition of technical or professional skills through post-high school training.

Cultural Appreciation

Harmony among peoples of the world requires appreciation and understanding of diverse cultures. Students shall have opportunities to learn about various cultures and to deepen their appreciation of their own heritage.

The art forms of a people communicate much that is necessary to know about their culture. In order to heighten this kind of understanding, students should have opportunities to express themselves in a variety of artistic ways.

The student shall:

1. have an appreciation of art, crafts, music, literary and dramatic forms, and their place in the historical and cultural heritage of this and other nations.
2. have the experience and skills necessary for the creative use of leisure time.
3. have an awareness of the importance of and the use of cultural and recreational facilities in his/her community.

Lifelong Learning

Life expectancy is such that the average individual has many productive years beyond his formal school years. At the same time, the world is changing at an ever-increasing rate, constantly requiring new approaches. It is therefore imperative that an individual be prepared to participate in a lifelong learning experience.

The student shall:

1. be responsive to the needs and opportunities to learn afforded by an ever-changing social, economic and policical environment.
2. have knowledge of the possibilities for continuing self-development in light of increasing educational and leisure time opportunities.

Citizenship and Political Understanding

Citizenship is the quality of an individual's response to membership in the community of the locality, state, nation and world. Because schools are a part of society and because ours is a society based on the premise that people are able to govern and direct themselves through law, it is important that the total school experience offer opportunities for students to learn and practice their roles, rights, and responsibilities within legitimate government.

The student shall:

1. understand the structure, governance and governmental heritage of society (communities, state, national, world).
2. understand the importance of effective participation in fulfilling his/her obligation to society.
3. have developed the skills to participate in a democratic society as a result of his/her total school experience.

Economic Understanding

In the American economic system, students must understand those factors that affect both their own economic condition as well as the standard of living among the world community.
Effective participation in the economy as a consumer and producer of goods and services requires understanding of personal and world economics and the relation of government to economy.

The student shall:

1. learn to evaluate his/her needs, match products to needs and effectively use products and natural resources.
2. understand the various systems of production and distribution, the role and responsibility of the individual in these systems and the ways in which these systems influence the lives of people.
3. understand the relationship between individual consumption of goods and the effect on the environment.
4. understand the process of obtaining employment, planning and budgeting personal income, saving and investing, and financing major purchases.
5. be aware of the agencies which assist and protect consumers and producers.
6. be aware of national and international business organizations, monetary systems and the effects of government on their economies.

Physical Environment

The quality of life and ultimately the question of survival depends upon man's ability to live in harmony with his physical environment. Schools must therefore provide experiences leading to the acquisition of knowledge, skills and attitudes that will enable society to develop a balanced use of natural resources that recognizes the concurrent rights of present and future generations.

1. Students shall acquire knowledge and understanding of the social, physical and biological worlds and the balance between man and his environment.

Students shall have:

a. an understanding of the social, economic and political implications of population growth.
b. knowledge of the basic facts regarding ecological balance and the effect of people, technology and industrialization on altering and maintaining this balance.
c. developed a comprehension and perspective of the world as an integral ecosystem.
d. an understanding of how people and technology alter the natural and physical environment.

2. Students shall have attitudes and behaviors leading to the appreciation, maintenance, protection and improvement of the physical environment.
Students shall acquire knowledge and skills which enable them to:

a. improve their personal environment.
b. discriminate in their producing, usage and purchasing practices in relation to ecological considerations.
c. be a responsible developer and user of technology.
d. play an active role in preserving and improving the environment.
e. engage in environmentally compatible life styles.

Creative, Constructive and Critical Thinking

A student must be able to cope with changes affecting the quality of his life. A student must be prepared to apply imagination, creativity, constructive and critical thinking to personal problems and societal conflicts. The school shall provide an environment where students can develop skills of thinking and where experiences can be examined and integrated.

The student shall:

1. be able to deal effectively with situations which are new to his/her experiences.
2. think and act in an independent, self-fulfilling way and in a considerate and responsible manner toward others.
3. have skills in the logical processes of search, analysis, evaluation and abstract thinking.

Learning Environment

Classrooms for social studies instruction should be so designed that they will enable teachers to conduct a program that will properly prepare young people for civic participation in a modern industrial society. A society such as ours may be expected to continue its rapid rate of change and also can be expected to increase in complexity. Students will quite likely find themselves serving on numerous committees, boards and other decision-making groups of many kinds. They will be members of community improvement clubs, service organizations, union or management groups, in addition to a variety of political or governmental agencies. This seems to be a growing tendency in American life. These activities are in addition to the traditional civic duties connected with voting and evaluation of candidates and issues.

Students must learn not only to acquire knowledge, but must know how to put this knowledge to practical use. They must have opportunities to practice the skills and abilities needed for citizenship. To be properly developed, such skills and abilities require a "doing" approach over a period of years. Classrooms should be designed with this in mind.

Social studies classrooms should provide for (1) large group instruction (30 students or more), (2) small group activity (5 to 10 students), (3) individual study, (4) project construction work, such as maps, charts, models, dioramas and other types of statistical economic, and geographical displays, (5) displays of maps, charts and student work, (6) storage of books, maps, charts, globes, audiovisual equipment, project construction materials and current pamphlets, periodicals, and other items of this type, (7) showing of slides, films, filmstrips, and television presentations, (8) facilities for small group conferences, preparation of group reports, construction of projects, (9) discussions by the class as a whole, and (10) use of resource speakers. In addition, each social studies program should have access to a well-equipped resource center.

Appendix C

Elementary (K-6) Sequence Model

LEVEL I

Cultural Studies

Content Themes	Social Studies Concepts	Skills	Values
Self-Awareness -different settings	Individual	Communication reading, writing, talking	Justice
	Group		Meaning
Tradition -Holiday -Customs	Human Being	Logical Reasoning mathematics, formal logic	Truth
	Values	Scientific Methods 11 processes from the social and natural sciences	Beauty
Awareness of Others -Family -School	Beliefs		Work
	Rules	Historical Methods narrative, cause-effect relationship	Love
	Responsibility	Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Faith

Aesthetic Studies

Content Themes	Concepts	Skills	Values
Color, Shape and Texture	Red, Blue, Yellow, etc.	Communication reading, writing, talking	Justice
			Meaning
	Small, Large, etc.	Logical Reasoning mathematics, formal logic	Truth
		Scientific Methods 11 processes from the social and natural sciences	Beauty
			Work
		Historical Methods narrative, cause-effect relationship	Love
		Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Faith

Democratic and Personal Life Studies

Content Themes	Concepts	Skills	Values
Health	Safety	Communication reading, writing, talking	Justice
You and Me	Manners	Logical Reasoning Mathematics, formal logic	Meaning
	Human Similarities and Differences	Scientific Methods 11 processes from the social and natural sciences	Truth
		Historical Methods narrative, cause-effect relationship	Beauty
		Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Work
			Love
			Faith

Environmental Studies

Content Themes	Concepts	Skills	Values
Interdependence	Cooperation	Communication reading, writing, talking	Justice
Here I Am	Spatial Relationships under, over, through, etc.	Logical Reasoning mathematics, formal logic	Meaning
		Scientific Methods 11 processes from the social and natural sciences	Truth
		Historical Methods narrative, cause-effect relationship	Beauty
		Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Work
			Love
			Faith

Scope of Level I: In Level I, students explore the meaning of their individuality and their relationship to the primary groups of family and school. They also study the importance of tradition and begin to understand spatial relationships. They will be introduced to the larger environment and will study the concepts of cooperation and interdependence. Students will also begin to develop a sensitivity toward basic aesthetic concepts and will, finally, study the importance of good health habits.

LEVEL II

Cultural Studies

Content Themes	Social Studies Concepts	Skills	Values
Self-Awareness -different settings	Individual	Communication reading, writing, talking	Justice
Tradition -Holiday -Customs	Group	Logical Reasoning mathematics, formal logic	Meaning
Awareness of Others -Family -School -Community	Human Being	Scientific Methods 11 processes from the social and natural sciences	Truth
Social Structures	Values	Historical Methods narrative, cause-effect relationship	Beauty
	Beliefs	Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Work
	Rules		Love
	Responsibility		Faith
	Needs		
	Institutions		

Aesthetic Studies

Content Themes	Concepts	Skills	Values
Color, Shape and Texture Movement	Red, Blue, Yellow, etc.	Communication reading, writing, talking	Justice
Rhythm	Small, Large, etc.	Logical Reasoning mathematics, formal logic	Meaning
	Measure	Scientific Methods 11 processes from the social and natural sciences	Truth
	Timing	Historical Methods narrative, cause-effect relationship	Beauty
	Step	Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Work
	Rhythm		Love
			Faith

Democratic and Personal Life Studies

Content Themes	Concepts	Skills	Values
Health	Safety	Communication reading, writing, talking	Justice
Nutrition	Manners	Logical Reasoning mathematics, formal logic	Meaning
You and Me	Human Similarities and Differences	Scientific Methods 11 processes from the social and natural sciences	Truth
	Food	Historical Methods narrative, cause-effect relationship	Beauty
	Rest	Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Work Love Faith

Environmental Studies

Conter Themes	Concepts	Skills	Values
Interdependence	Cooperation	Communication reading, writing, talking	Justice
Here I Am	Spatial Relationships under, over, through, etc.	Logical Reasoning mathemetics, formal logic	Meaning
Responsibility	Citizenship	Scientific Methods 11 processes from the social and natural sciences	Truth Beauty
		Historical Methods narrative, cause-effect relationship	Work Love
		Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Faith

Scope of Level II: In Level II, students explore the meaning of their individuality and their relationship to the primary groups of home, school, and community. They also study the importance of tradition and begin to understand spatial relationships. They will be introduced to the larger environment and will study the concepts of cooperation and interdependence. Students will also begin to develop a sensitivity toward basic aesthetic concepts and will, finally, study the importance of good health habits.

LEVEL III

Cultural Studies

Content Themes	Social Studies Concepts	Skills	Values
Self	Change	Communication reading, writing,talking	Justice
Social Awareness	Continuity	Meaning	
Tradition	Community	Logical Reasoning mathematics, formal logic	Truth
Social Structures	Tools	Scientific Methods 11 processes from the social and natural sciences	Beauty
Economic Structures	Interdependence		Work
	Government	Historical Methods narrative, cause-effect relationship	Love
	Laws	Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Faith
	Language		
	Linkage		
	Transportation		
	Communication		

Aesthetic Studies

Content Themes	Concepts	Skills	Values
Symmetry	Composition	Communication reading, writing, talking	Justice
Human Relations	Beauty		Meaning
	Needs	Logical Reasoning mathematics, formal logic	Truth
	Service	Scientific Methods 11 processes from the social and natural sciences	Beauty
	Responsibility		Work
	Affection	Historical Methods narrative, cause-effect relationship	Love
		Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Faith

Democratic and Personal Life Studies

Content Themes	Concepts	Skills	Values
Careers	Consumer	Communication reading, writing, talking	Justice
Health and Nutrition	Producer		Meaning
	Decision-making	Logical Reasoning mathematics, formal logic	Truth
	Recreation	Scientific Methods 11 processes from the social and natural sciences	Beauty
			Work
		Historical Methods narrative, cause-effect relationship	Love
		Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Faith

Environmental Studies

Content Themes	Concepts	Skills	Values
Interdependence	Scarcity	Communication reading, writing, talking	Justice
Quality of Life	Division of Labor		Meaning
	Pollution	Logical Reasoning mathematics, formal logic	Truth
	Land Use, Water Use, Air Use	Scientific Methods 11 processes from the social and natural sciences	Beauty
			Work
	Protection	Historical Methods narrative, cause-effect relationship	Love
		Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Faith

Scope of Level III: Students study the continuity, change and basic interrelationships that exist in the community. They investigate the groups to which they belong and their role as responsible consumers, helpers and friends.

LEVEL IV

Cultural Studies

Content Themes	Social Studies Concepts	Skills	Values
Community	Groups	Communication reading, writing, talking	Justice
Cities	Institutions		Meaning
Awareness of Others	Local Community	Logical Reasoning mathematics logic	Truth
Traveling to Other Parts of the World	Government	Scientific Methods 11 processes from the social and natural sciences	Beauty
	System		Work
	Transportation	Historical Methods narrative, cause-effect relationship	Love
	Technology	Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Faith
	Values		
	Uniqueness		
	Similarities		

Aesthetic Studies

Content Themes	Concepts	Skills	Values
Time	Change	Communication reading, writing, talking	Justice
Environment	Travel		Meaning
Human Relations	Diversity	Logical Reasoning mathematics, formal logic	Truth
	People	Scientific Methods 11 processes from the social and natural sciences	Beauty
	Uniqueness		Work
		Historical Methods narrative, cause-effect relationship	Love
		Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Faith

Democratic and Personal Life Studies

Content Themes	Concepts	Skills	Values
Consumers	Conflict	Communication reading, writing, talking	Justice
Health	Cooperation	Logical Reasoning mathematics, formal logic	Meaning
Careers	Decision-making	Scientific Methods 11 processes from the social and natural sciences	Truth
	Dependence	Historical Methods narrative, cause-effect relationship	Beauty
	Service to Others	Methods of Art aesthetic sensitivity, reshaping experienceS, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Work
	Comparative Analysis		Love
			Faith

Environmental Studies

Content Themes	Concepts	Skills	Values
Quality of Life: A Comparative Study	Recycling	Communication reading, writing, talking	Justice
	Life-support system	Logical Reasoning mathematics, formal logic	Meaning
	Network (system)	Scientific Methods 11 processes from the social and natural sciences	Truth
	Needs	Historical Methods narrative, cause-effect relationship	Beauty
	Uniqueness	Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Work
	Scarcity		Love
	Knowledge		Faith

Scope of Level IV: Through comparative study of communities around the world, students will examine the interdependence, conflict and cooperation that exists within, between and among communities, including the "global community." They will explore the components of culture and how people make use of the land based upon these cultural components. They will also study the cultural similarities and differences that exist across the globe as people strive to meet their needs.

LEVEL V

Cultural Studies

Content Themes	Social Studies Concepts	Skills	Values
Tradition	Beliefs	Communication reading, writing, talking	Justice
Social Structures	Change		Meaning
Political Regions	Migration	Logical Reasoning mathematics, formal logic	Truth
	State	Scientific Methods 11 processes from the social and natural sciences	Beauty
	Future		Work
	Social Distribution	Historical Methods narrative, cause-effect relationship	Love
		Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Faith

Aesthetic Studies

Content Themes	Concepts	Skills	Values
Environment	Natural Resources	Communication reading, writing, talking	Justice
	Region		Meaning
	Symmetry	Logical Reasoning mathematics, formal logic	Truth
		Scientific Methods 11 processes from the social and natural sciences	Beauty
			Work
		Historical Methods narrative, cause-effect relationship	Love
		Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Faith

Democratic and Personal Life Studies

Content Themes	Concepts	Skills	Values
Institutions	Responsibility	Communication reading, writing talking	Justice
Career and Careers	Choice		Meaning
	Diversity	Logical Reasoning mathematics, formal logic	Truth
		Scientific Methods 11 processes from the social and natural sciences	Beauty
			Work
		Historical Methods narrative, cause-effect relationship	Love
		Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Faith

Environmental Studies

Content Themes	Concepts	Skills	Values
Quality of Life	Natural Regions	Communication reading, writing, talking	Justice
Role of Government			Meaning
	Population	Logical Reasoning	
Economic Growth	Lifestyle	mathematics, formal logic	Truth
	Lifestyles	Scientific Methods 11 processes from the social and natural sciences	Beauty
			Work
		Historical Methods narrative, cause-effect relationship	Love
		Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Faith

Scope of Level V: Students will explore some of the regions of the world with particular emphasis upon their own state. Social and economic institutions will be studied, and students will discover the interrelationships that exist between and among the regions of the world and the ways in which people use and change the natural environment.

LEVEL VI

Cultural Studies

Content Themes	Social Studies Concepts	Skills	Values
Tradition	Beliefs	Communication reading, writing, talking	Justice
Nation	Natural Regions	Logical Reasoning mathematics, formal logic	Meaning
People-Great Individuals	Pluralism	Scientific Methods 11 processes from the social and natural sciences	Truth
Events-Narratives about Several Great Events from America's Past	Cause and Effect Relationships	Historical Methods narrative, cause-effect relationship	Beauty
	Leadership	Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Work
	Pioneer		Love
Social Structures	Social Change		Faith
	Profit		
	Capitalism		
Economic Structures	Free Market		

Aesthetic Studies

Content Themes	Concepts	Skills	Values
Human Relations	Interdependence	Communication reading, writing, talking	Justice
	Feelings	Logical Reasoning mathematics, formal logic	Meaning
	Conflict	Scientific Methods 11 processes from the social and natural sciences	Truth
	Cooperation	Historical Methods narrative, cause-effect relationship	Beauty
		Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Work
			Love
			Faith

Democratic and Personal Life Studies

Content Themes	Concepts	Skills	Values
Health	Decision-making	Communication reading, writing, talking	Justice
Institutions	Rules	Logical Reasoning mathematics, formal logic	Meaning
Careers	Technology	Scientific Methods 11 processes from the social and natural sciences	Truth
Consumers	Trade	Historical Methods narrative, cause-effect relationship	Beauty
	Price	Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Work
	Family		Love
	Lifestyles		Faith

Environmental Studies

Content Themes	Concepts	Skills	Values
Role of Government	Interdependence	Communication reading, writing, talking	Justice
Economic Growth	Change	Logical Reasoning mathematics, formal logic	Meaning
Responsibility -Individual -Government -Private Enterprise	Population Migration	Scientific Methods 11 processes from the social and natural sciences	Truth
		Historical Methods narrative, cause-effect relationship	Beauty
		Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Work
			Love
			Faith

Scope of Level VI: Students explore the history of their country in narratives and case studies about great events and people. They will study the development of American society and its relationship to the natural environment.

LEVEL VII
Cultural Studies

Content Themes	Social Studies Concepts	Skills	Values
Awareness of Others	Beliefs	Communication reading, writing, talking	Justice
Urban Lifestyles	Culture		Meaning
Agrarian Lifestyles	Cultural Change	Logical Reasoning mathematics, formal logic	Truth
Lifestyles of Hunters and Food-Gatherers	Cultural Diversity	Scientific Methods 11 processes from the social and natural sciences	Beauty
Global Community	Family Roles	Historical Methods narrative, cause-effect relationship	Work Love
	Religion	Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Faith
	Work		
	Language		
	Needs		
	Groups		
	Market Systems		
	Tools		
	Technology		

Aesthetic Studies

Content Themes	Concepts	Skills	Values
Environment	Land Use	Communication reading, writing, talking	Justice
Time	Human Being		Meaning
	Past	Logical Reasoning mathematics, formal logic	Truth
	Present	Scientific Methods 11 processes from the social and natural sciences	Beauty
	Future		Work
		Historical Methods narrative, cause-effect relationship	Love
		Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Faith

Democratic and Personal Life Studies

Content Themes	Concepts	Skills	Values
Institutions	Rites of Passage	Communication reading, writing, talking	Justice
	Democracy		Meaning
	Education	Logical Reasoning mathematics, formal logic	Truth
	Rights	Scientific Methods 11 processes from the social and natural sciences	Beauty
	Responsi-bilities		Work
	Citizenship	Historical Methods narrative, cause-effect relationship	Love
		Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Faith

Environmental Studies

Content Themes	Concepts	Skills	Values
Quality of Life	Lifestyle	Communication reading, writing, talking	Justice
Institutions	Responsibility		Meaning
Economic Growth	Market	Logical Reasoning mathematics, formal logic	Truth
	Values	Scientific Methods 11 processes from the social and natural sciences	Beauty
	Lifecycle		Work
	Spaceship Earth	Historical Methods narrative, cause-effect relationship	Love
		Methods of Art aesthetic sensitivity, reshaping experiences, creating new kinds of reality, aesthetic heritage, use and organization of media, human senses and evaluation of aesthetic world	Faith

Scope of Level VII: Students experience the drama of cultural change and cultural diversity. They will explore cultural differences that distinguish different groups throughout the world, and they will explore why different societies may have differing responses to similar needs and situations.

The content themes can be considered as individual units within each level (perhaps physically separate in their own containers or as interrelated units). In either case, however, units would relate directly to the scope statement for each level.

Further information and resources on social studies curriculum and instructional improvement can be obtained by contacting:

H. Michael Hartoonian
Program Coordinator
Social Studies Education
Department of Public Instruction
126 Langdon Street
Madison, Wisconsin 53702
(608) 266-3079

2500-3K 70041-77